

INSTITUTIONAL ANALYSIS OF MOUNT ROYAL COLLEGE
DR. ROBERT N. ANDERSON 1964

CALGARY, ALBERTA

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This is the Report of Dr. R. N. Anderson on his Institutional study of Mount Royal College, as authorized by the Board of Governors of the College, and carried out by Dr. Anderson during the academic year 1963 - 64.

INSTITUTIONAL ANALYSIS
OF
MOUNT ROYAL COLLEGE
CALGARY, ALBERTA

Dr. Robert N. Anderson

1964

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THE PURPOSE AND FUNCTION OF A JUNIOR COLLEGE

The expansion of the "Junior College" has been one of the most notable developments in post-high school education in twentieth-century America.

The program of the comprehensive junior college usually includes: (a) the first one or two years of a full college program ; (b) many kinds of programs, varying in time-requirements, needed by vast numbers of students for general education integrated with vocational-technical training for the semi-professional occupations; (c) many kinds of short courses required for upgrading employed persons and for retraining employees because of changes in business and industrial developments; and (d) adult or continuing education programs and courses of the kinds desired by the community. There are indications that adults are more likely to take advantage of opportunities for continuing education if those are offered in a college rather than a secondary school setting.

In many areas the junior college has also become a center for social and cultural life, providing opportunities in the creative and performing arts as well as a meeting place for various community groups and individuals seeking to enrich their lives through learning. In addition, the community college provides a favorable opportunity for students who have not decided on a career to explore more fully their interests and plans.

Studies in California, where the junior college has developed most widely, have shown that students transferring to the junior year of senior institutions have done at least as well as students who had originally entered the senior institution as freshmen. This kind of arrangement has given the senior colleges and universities the opportunity to increase their concentration on upper division and graduate work for which they are particularly well equipped.

In New York, the Department of Education estimates that at least 50 percent of their first-year college students in 1970 will be accommodated in junior colleges. Evidence from other States also indicates a major role for the junior college in helping to absorb the greatly increased enrollments of the sixties and seventies. There is obvious evidence that the Government of Alberta has committed itself to the support of junior colleges, both private and public.

Junior colleges are not designed, however, merely to relieve enrollment pressures on senior institutions. They have a role and

an integrity of their own. They are designed to help extend and equalize opportunities to those who are competent and who otherwise would not attend college, and to present a diversity of general and specialized programs to meet the needs of diversified talents and career goals.

Moreover, a widespread availability of junior colleges will undoubtedly lead to greater numbers of students applying to senior and graduate institutions for continuation beyond their first two years. It is important, therefore, that planning for junior colleges be coordinated with planning for upper division and graduate facilities in the related university.

There are differences of opinion, strongly and honestly held, as to the ideal auspices for the establishment of two-year institutions. At present there is much variety, and it is good that there continue to be. There are also advantages in local orientation. Perhaps the best system for combining these advantages will depend upon particular conditions. Experiment and experience will no doubt narrow the sound choices, but local studies and institutional analyses should determine the organization, management and financing of such institutions.

Originally, junior colleges provided only courses equivalent to those found in the first one or two years of a 4-year institution. These courses still constitute an important part of the total offering, for many of the students transfer to a senior institution after completing one or two years in a junior college. However, junior colleges have increasingly developed a wide variety of two-year terminal curricula in general education and organized occupational-technical fields. The number and importance of these programs grow rapidly each successive year. Short courses are also offered to up-grade and retrain persons already employed. Junior colleges also provide programs to serve the specific educational needs of the service area. These may be vocational, academic, or cultural in nature.

What are the main advantages of a community-junior college?

A. From the student's viewpoint:

1. Many students live at home and thus avoid the necessity of a substantial outlay of money for room and board.
2. The junior college assists him first in self-evaluation and then in selecting a vocation in which he will have the greatest opportunity for success and provides courses leading to this objective. (This would involve a highly developed Counseling Service).

3. If he has the ability and drive for professional training, he can complete a portion of study toward this goal in a college that is relatively small and that stresses individualized instruction in small classes.

B. From the viewpoint of the community:

1. Provides cultural opportunities and increases the educational level of the community.
2. The junior college makes possible the development of training programs for business and industry related to local needs and thus trains leaders for the surrounding area. This may keep able youth in leadership and industrial positions in the local area rather than encouraging them to go elsewhere to live and work.
3. Expenditures made within the community improve the economics of the area. It has been estimated that a college of 500 students has the same economic effect in a community as a yearly payroll of one-half million dollars.
4. The establishment of a junior college in a community increases real estate values.

C. From the viewpoint of the 4-year college and university:

1. The junior college acts as a screening agency.
2. The junior college makes it possible for the 4-year college and university to emphasize more the upper division and graduate programs.

The credits of University transfer programs of junior colleges that are regionally accredited are accepted in senior institutions. It is important that the student determine his objective as early as possible, and plan his program to meet this objective and to satisfy the requirements of the institution to which he expects to transfer.

Studies in California, Washington, Minnesota, and other States have shown that transfer students from the junior college do as well as students of comparable ability entering the 4-year institution as freshmen. Equally commendable records have been made by students who entered employment after completing their formal education in junior colleges.

There are advantages to be found in spending four years in one institution. If the high school graduate knows what he wants to do, is sure he has the ability to do it, has the necessary finances, and can find admission to a 4-year college or university, it might be advisable for him to go there. It is unlikely that more than 25 percent of high school graduates can meet all of the above requirements. A student's decision to attend an institution depends on many factors, including ability, objectives, finances, parents' wishes, and plans of friends. For 75 percent of the high school graduates, it may be very desirable if there is a junior college within reasonable distance.

The institutional analysis of Mount Royal College which is contained in the following pages has involved an attempt to: assess existing activities and organization in their relationship to the accomplishment of objectives; identify both the strengths and weaknesses of the various educational programs; and provide a set of feasible recommendations for overcoming the weaknesses and strengthening the total program. Much of the data required for this study was gathered by members of the Mount Royal College faculty. Without such assistance from members of the faculty, an institutional study would not have been possible.

However, several cautions should be made. Institutional research should be supported only if its results are to be used. There is danger of fadism here as in many other innovations. If institutional study deals with matters that are not of concern to the faculty and administration, or if its results are simply filed, the college cannot afford such institutional study.

* * * * *

Additional information on the role, purpose, and functions of the junior college can be obtained by writing to the American Association of Junior Colleges, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. or by securing from a college or university library a copy of the following references:

- (1) Education Directory, 1961-62, Part 3, Higher Education, published by the Office of Education, Department of Health, Education and Welfare;
- (2) Junior College Directory, 1962, published by the American Association of Junior Colleges, Washington 6, D. C.;
- (3) American Junior Colleges, 5th Edition, 1960, published by the American Council on Education;

- (4) The Public Junior College, 1956, published by the National Society for the Study of Education . Chicago, Illinois, pp. 347;
- (5) "Patterns of Organization and Support in Public 2-year Colleges", 1959, Office of Education Publication Number 52000.

Note: For those wishing to have their own copy of any of the above:

- (1) The Education Directory may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. - - Price 75¢
- (2) The Junior College Directory may be secured from the American Association of Junior Colleges, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. - - Price \$1.00
- (3) American Junior Colleges, 5th Edition, may be secured by writing directly to the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. -- Price \$9.00
- (4) The 55th Yearbook of the NSSE, Part 1, The Public Junior College, may be secured from the University of Chicago Press, Chicago 37, Illinois, - - Prices: Cloth \$4.00; Paper \$3.25
- (5) "Patterns of Organization and Support in Public 2-year Colleges" may be secured by writing to -- D.G. Morrison, Division of High Education, Office of Education, Department of Health, Education and Welfare, Washington 25, D. C. - no cost.

DATA SHEET #IA

HISTORICAL INFORMATION

Please provide the following historical information concerning
Mount Royal Junior College.

1. Statement of the History of the College (perhaps a revision of the statement in the Junior College Calendar).
2. Copy of the Charter of Mount Royal College.
3. Lists of the members of the Board of Governors for each year extending back as far as records are available.
4. Statement of the various committees of the Board of Governors that are presently active.
5. Description of first meeting of the Mount Royal College Academic Senate including date, location, members in attendance, members absent, and agenda.
6. Agreement of Affiliation with the University of Alberta.

DATA SHEET # 1A

HISTORY OF THE COLLEGE

Mount Royal College was founded in 1910 under the sponsorship of the Board of Colleges of the Methodist Church and through the efforts of a group of public spirited citizens, together with Rev. Dr. George W. Kerby, minister of Central Methodist Church. In the fall of that year the Legislature of the Province of Alberta granted the College a charter to conduct an institution of learning for both sexes in elementary and secondary education, and for instruction in music, art, speech, drama, journalism, commercial and business courses, technical and domestic arts. Its management and administration was placed in the hands of a Board of Governors to consist of not more than forty members and not less than twenty-four. Hon. W.H. Cushing was appointed Chairman of the Board and Dr. George W. Kerby the first principal.

Under the principalship of Dr. Kerby the College opened in 1911 with a registration of 154 students in its academic and commercial departments and the Conservatory of Music. Since then the College has grown steadily to 750 students registered in academic and secretarial departments, and 1120 students in the Conservatory of Music, in the 1962-63 academic year.

With Church Union in 1925 Mount Royal College came under the supervision of the Board of Colleges and Secondary Schools of the United Church of Canada. In 1931, Dr. Kerby and the Board of Governors succeeded in establishing a university department in its Junior College Division. In the same year, the College discontinued its elementary school program because, by this time, elementary schools had been established in all communities of the province. Its university department started with the teaching of the arts and science courses of the freshman and sophomore years.

Dr. John H. Garden succeeded Dr. Kerby as principal when Dr. Kerby retired in 1942. Dr. Garden served the College from 1942 to 1959. Many changes were effected in this period. The scope of the College charter was broadened by amendments in 1944 and 1950. After the first amendment the College began teaching engineering courses in its university department. Dr. Garden devoted much time and energy toward improvement of the original building and raising funds for the erection of the Kerby Memorial Building and the G.D. Stanley Gymnasium which were completed in 1949. In the fall of 1956, the Business Administration department of the Junior College was established. The rapid increase in enrollment at this time demanded a look toward future expansion. To meet the immediate needs of the College a wing was added to the Kerby Memorial Building in 1957.

In January 1959, Rev. W. John Collett was appointed as principal when Dr. Garden retired. Dr. Collett served the College from September 1948 as its dean and shared many of the responsibilities of guiding the College.

In 1961 the Kerby Memorial Building was remodelled and a large new wing was added. This gave the College new classrooms and science laboratories, an adequate library, a snack bar and lunch room seating 120, and a modern students' lounge.

AN ACT TO INCORPORATE MOUNT ROYAL COLLEGE

1910

(Second Session)

CHAPTER 39

(Assented to December 16, 1910)

AND AS AMENDED BY THE FOURTH SESSION OF THE
NINTH LEGISLATURE OF THE PROVINCE OF ALBERTA IN
1944 AND AS AMENDED BY THE LEGISLATURE ON MARCH
31, 1950.

- - - - -

Preamble

WHEREAS the persons hereinafter named and others by their petition in this behalf have represented that they are desirous of associating themselves together for the purpose of establishing, maintaining and conducting an institution of learning for the education of youths of both sexes, and the said petitioners have prayed to be incorporated under the name of "Mount Royal College";

And whereas it is expedient to grant the prayer of the said petition;

Therefore His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

Incorporation

1. Reverends George W. Kerby, B.A.; Thomas C. Buchanan, Charles H. Heustis, M.A.; T. J. Johnston; George G. Webber, B.A.; J. H. Riddell, D.D.; A. S. Tuttle, B.A.; John McDougall, D.D.; T. P. Perry, B.A.; Sir John Langman, Bart.; Hon. J. A. Lougheed, K. C.; Hon. W. H. Cushing; and Messrs. A. Melville Scott, B.A., Ph. D.; A. B. Cushing, B.A.; T. H. Crawford, M. D.; H. A. Sinnot, B.A.; T. H. Blow, M. D.; S. F. McEwen, M. D.; G. D. Stanley, M. D.; A. J. Sayre, O. S. Chapin, W. G. Hunt, G. W. Morfitt, Arthur Bennett, R. J. Colgrove, T. W. Quayle, F. G. Marwood, E. Michener, J. H. Garden, W. M. Craig, W. J. Brotherton, A. Price, E. H. Crandell, W. Hoople, C. F. Adams, and such others as may from time to time be appointed as hereinafter provided shall be and are hereby constituted and established a body politic and corporate under the name of Mount Royal College for the education of youth and the promotion of knowledge.

Establishment of
institution of learning.

2. The corporation shall have and be deemed to have had power and legal authority to establish , equip, maintain, and conduct in or near the City of Calgary an institution of learning for the education and instruction of youths of both sexes, or of either sex, in the elementary and secondary branches of knowledge, and for the education and instruction in music, art, speech and drama, journalism, business, technical and domestic arts and such courses as may be arranged for the rehabilitation of ex-service men and women, and subject to the general regulations of the University of Alberta, to establish courses of study of the Junior years of a University, with the status of a Junior College, and to do all such acts, matters and things as are incidental or conducive to the attainment of the said objects.

Powers of college

3. The corporation shall by the name of Mount Royal College have a perpetual succession and may have a common seal with power to change, alter, break and renew the same when and so often as it shall think proper; and the said corporation may under the same name contract and be contracted with, sue and be sued, implead and be impleaded, prosecute and be prosecuted in all courts and places whatsoever in the province and by such name may from time to time and at all times hereafter purchase, acquire, hold, possess and enjoy and may have, take and receive for them and their successors, lands, tenements, and hereditaments and real and immovable property and estate within the province necessary for actual use and occupation as college buildings and offices, residences of professors, tutors, students and officers with garden or pleasure grounds pertaining hereto and the same may sell, alienate and dispose of and others in the stead purchase, acquire and hold for the uses and purposes aforesaid.

Power to hold property

4. The said corporation shall have power to take, receive, own, hold, purchase, take on, lease or in exchange, hire or otherwise acquire any such real and personal property as the board of governors may deem requisite, necessary or desirable for the purposes of the said institution and also to mortgage, sell, lease, transfer or otherwise dispose of the same or any part thereof, and also to receive and hold for the benefit of the corporation all gifts, scholarships , bursaries or donations, special or general and any legacies, devises or bequests of property real or personal on any trusts relating thereto which may be directly or indirectly for

the benefit of the corporation and also to sell, transfer and convert into money all such property, real and personal, and to apply the proceeds thereof directly or indirectly to or for the benefit of the corporation.

Property of College
exempt from taxation

4. (b) The land, buildings, equipment and furnishings of and belonging to Mount Royal College so long as the same are exclusively used and occupied by the College shall be exempt from taxation except for local improvement purposes.

(Passed by the Legislature March 31, 1950).

May invest money

5. The said corporation shall have full power and authority to invest or lend all or any sums of money of or belonging to said college or given or bequeathed to it in the same manner as trustees are authorized and empowered to invest moneys, or to take, hold and dispose of any real or personal property or any interests therein for the purposes aforesaid.

May acquire title
to pledged lands

6. The said corporation shall be capable of taking, holding and acquiring all such lands and tenements, real and personal estate as may or shall have been bona fide mortgaged, hypothecated or pledged to the said corporation by way of security or conveyed to it in satisfaction of debts previously contracted or purchased at judicial sales upon all property so mortgaged or otherwise purchased for the purpose of avoiding a loss to the college in respect thereof.

Board of governors

7. The said Mount Royal College shall be under the management and administration of a board of governors to be called the "Board of Governors of Mount Royal College" which shall consist of not more than forty members and not less than twenty-four.

First Board

8. The Reverends George W. Kerby, B.A.; Thomas C. Buchanan; Charles H. Heustis, M.A.; T.J. Johnston; George G. Webber, B.A.; J.H. Riddell, D.D.; A.S. Tuttle, B.A.; John McDougall D.D.; T.P. Perry, B.A.; Sir John Langman, Bart.; Hon. J. A. Lougheed, K.C.; Hon. W.H. Cushing; and Messrs. A. Melville Scott, B.A., Ph. D.;

A. B. Cushing, B.A.; T. H. Crawford, M.D.; H. A. Sinnot, B.A.; T. H. Blow, M.D.; S. F. McEwen, M.D.; G. D. Stanley, M.D.; A. J. Sayre, O. S. Chapin, W. G. Hunt, G. W. Morfitt, Arthur Bennett, R. J. Colgrove, T. W. Quayle, F. G. Marwood, E. Michener, J. H. Garden, W. M. Craig, W. J. Brotherton, A. Price, E. H. Crandall, W. Hoople, C. F. Adams, shall be considered the first board under this Act and shall hold office until their successors are appointed as hereinafter provided.

Powers of board

9. The board shall have full power from time to time to appoint and as they shall see occasion to remove the principal or other head, the professors, tutors and masters, and all officers, agents and servants of said college and the board shall have full power from time to time to make and alter or vary any by-laws and regulations touching and concerning the time and place of holding ordinary board meetings and notices thereof, and for the good ordering and government of the said college, the performance of divine service therein, the number, residence, duties, salary, provision and emolument of the principal, professors, tutors, masters, officers, agents and servants of the said college respectively and all other matters and things which to them may seem good, fit and useful for the well ordering, governing and advancement of said college; and all such by-laws when reduced into writing and after the common seal of the college hath been affixed thereto shall be binding upon all persons members thereof; provided that no such by-law shall be repugnant to the laws of the province or of the Dominion of Canada; provided also that no religious test or qualification shall be required of or appointed for any person on his admission as a student or scholar into the said college.

Other powers of board

10. Without prejudice to the general powers conferred by the last preceding clause of this Act and the other powers conferred by this Act, it is hereby expressly declared that the board of trustees shall have the following powers, that is to say, power --

(1) To determine who shall be entitled and have power to sign on behalf of the corporation, deeds, transfers, mortgages, leases, contracts, receipts, releases, discharges, cheques, promissory notes and other negotiable instruments and all other documents necessary or incidental to the business of the corporation;

(2) To fix and determine the officers of the corporation and the mode of electing or appointing the same and their respective powers, duties, salaries and qualifications;

(3) To provide for the boarding and lodging in a residence or residences, connected with the said institution, of such pupils or students as may desire the same and to fix the terms and charges therefor and the mode of payment thereof;

(4) To enter into any arrangements with any authorities, legislative, municipal, local, educational or otherwise, that may seem conducive to the objects of the corporation or any of them and to obtain from any such authority any rights, privileges and concessions which the corporation may think it desirable to obtain and carry out, exercise and comply with any such arrangements, rights, privileges and concessions;

(5) To erect, construct, furnish, equip, maintain and alter any buildings necessary or convenient for the purposes of the corporation;

(6) To delegate any of their powers to an executive or other committee or committees consisting of such member or members of their own body as they think fit; provided that any committee so formed shall in the exercise of the powers so delegated conform to any regulation that may from time to time be imposed upon it by the board of governors.

(7) To fix and determine the fees to be paid by students of the college for instruction therein, including library fees, laboratory fees, fees for physical instruction and examination and fees for examinations and certificates.

(8) To make provisions for enabling the students of the college to appoint a representative committee of themselves to be chosen in such manner as shall be approved by the Board, and which shall be the recognized official medium on behalf of such students between them and the Board, and which shall have the right to make communications through the Principal of the College to the Board upon any subject in which they are or may deem themselves to be interested; and to give to such committee such powers of government with respect to the conduct of the students it represents as to the Board shall seem meet, but always subject to the control of the Board;

Provided always that nothing herein contained shall take away or impair the right of any student to make complaint to the Board in respect of any matter as to which he is or may deem himself to be entitled to complain, but every such complaint shall be transmitted through the Principal to the Board and in no other manner whatsoever.

(9) To exercise disciplinary jurisdiction with respect to the students in attendance at the College or to delegate its authority in any particular case or by any general regulation to any person or body of persons; and disciplinary jurisdiction shall include the power to impose fines or expel.

(10) To provide for the establishment of faculties, courses of instruction, scholarships, bursaries and prizes and to award diplomas or certificates of merit to students or graduates.

Duties of board

11. It shall be the duty of the board to keep proper records and minutes of all their proceedings and to keep proper books of account of the financial affairs of the college and present a report of the said college accompanied by a duly audited financial statement to each general council of the United Church of Canada and to the Minister of Education of the Province of Alberta.

Board holds office
for two years.

12. The members of the said board shall retire from office every two years or as soon thereafter as their successors shall be appointed but shall be eligible for re-election.

Quorum

13. Seven members shall constitute a quorum of the board and nine members a quorum of the senate.

Vacancies

14. Vacancies in the board shall be filled by the remaining members of the board ad interim.

Board appointed by
general conference

15. The said General Council of the United Church of Canada

shall every two years in Council assembled, or in such other way as it shall direct from time to time, appoint or cause to be appointed the Board of Governors; provided that at least one-half of the members of the Board shall be residents of the City of Calgary, and that the retiring Board shall nominate the members of the Board for appointment as aforesaid with the exception of five members who shall be nominated by the graduates of the College who are members of Mount Royal College Alumni Association.

Chairman

16. The board shall elect one of their number to preside as chairman over all meetings and to affix the college seal and sign all deeds, papers and instruments in writing for and on behalf of such body corporate as may be necessary. The board may also appoint one of its members to be vice-chairman, and in the absence or illness of the chairman, or in case there is a vacancy in the office of chairman, the vice-chairman shall act for and have all the powers of the chairman.

Majority vote rules

17. All questions shall be decided by the majority of members present at board meeting. The chairman shall not vote except in the case when a casting vote is necessary.

Executive committee

18. The board of governors shall have power to appoint an executive committee of which the principal of the college shall be a member to which it may assign such business as it deems necessary or expedient.

Senate

19. The members of the college board and the principal and professors of the various faculties of the said college shall constitute the senate of the said college and shall have power and authority to direct the studies, lectures, examinations and exercises of the students and shall have the management and supervision of such affairs of the college as shall from time to time be assigned them by the college board.

Chairman of Senate

20. The principal of the college shall call and preside at all

meetings of the senate and in his absence a chairman shall be chosen by the members present.

Majority vote rules

21. All questions which may come before the senate shall be decided by a majority of the members present. In case of equality of votes the principal or chairman shall have a casting vote.

Head office

22. The head office of the corporation shall be at the City of Calgary.

3. MEMBERS OF THE BOARD OF GOVERNORS :

1934-35

| | |
|----------------------------------|------------------------|
| G.D. Stanley, M.D. (Chairman) | J. D. Mc Ara |
| R. W. Ward (Vice-Chairman) | T. J. S. Skinner |
| A. Judson Sayre | C. J. Ford, K. C. |
| Rev. George W. Kerby (Principal) | J. A. MacLeod |
| A. H. Clarke, K. C. | W. J. Snadden |
| C. F. Adams | H. B. Macdonald |
| A. Melville Scott | H. M. Jenkins |
| James H. Garden | Rev. Thos. Powell |
| W. G. Hunt | Rev. J. E. Todd |
| Senator P. Burns | Rev. John H. Garden |
| R. J. Colgrove | Rev. Thos. C. Buchanan |
| E. H. Crandell | Rev. A. S. Tuttle |
| O. S. Chapin | Rev. George S. Webber |
| J. N. Gunn, M. D. | A. B. Cushing |
| Ernest Willis | W. E. Payne, K. C. |

1940-41

| | |
|------------------------------------|--------------------|
| G.D. Stanley (Chairman) | W. E. Payne, K. C. |
| R. W. Ward (Vice-Chairman) | Rev. A. S. Tuttle |
| A. Judson Sayre | Mrs. W. J. Harper |
| Rev. George W. Kerby (Principal) | W. J. Snadden |
| A. H. Clarke, K. C. | H. B. Macdonald |
| A. Melville Scott | H. M. Jenkins |
| James H. Garden | Rev. Thos. Powell |

Members of the Board of Governors:

(1940-41 cont'd)

W.G. Hunt
E.H. Crandell
O.S. Chapin
J.D. McAra
T.J.S. Skinner
C.J. Ford, K.C.
J.A. MacLeod
D.A. Ross

O. Leigh Spencer
S. Willows
Fred Stapells
Kenneth J. Morrison
Rev. John H. Garden
A.B. Cushing
Rev. Thos. C. Buchanan
John Staniforth

1945-46

Dr. G.D. Stanley (Chairman)
Mr. Justice C.J. Ford (Vice-Chairman)
H.B. Macdonald
Dr. John H. Garden (Principal)
Rev. Thos. Powell
Fred Stapells
W.G. Hunt
James H. Garden
W.J. Snaddon
J.A. MacLeod
Sher Willows
J.D. McAra
J.E. Love
K.J. Morrison

F.G. Buchanan
James Fowler
R.S. Trowsdale
W.R. Johnston
Rev. A.R. Huband
Rev. C.A. Lawson
Mrs. C.T. Woodside
Rt. Rev. A.S. Tuttle
Mrs. W.J. Harper
Owen Williams
J.A. Davidson
Mrs. L. Poxon
R.W. Wood
W.D. MacDonald

1946-47

Dr. G.D. Stanley (Chairman)
Mr. Justice C.J. Ford (Vice-Chairman)
H.B. Macdonald
Dr. John H. Garden (Principal)
Dr. Thos. Powell
Fred Stapells
W.G. Hunt
Ronald H. Jenkins
W.J. Snaddon
J.A. MacLeod
Arthur West
W. Hornstrom
J.E. Love
Dr. E.J. Thompson

Owen Williams
Mrs. L. Poxon
W.D. MacDonald
K.J. Morrison
F.G. Buchanan
James Fowler
R.S. Trowsdale
W.R. Johnston
Rev. A.R. Huband
Rev. C.A. Lawson
Mrs. J. LeR. Sadlier
Mrs. W.J. Harper
Rev. W.J. Collett
R.W. Wood

Members of the Board of Governors:

1947-48

| | |
|--|--------------------------|
| Dr. G. D. Stanley (Chairman) | W. R. Johnston |
| Mr. Justice C. J. Ford (Vice-Chairman) | Rev. A. R. Huband |
| Dr. John H. Garden (Principal) | Rev. C. A. Lawson |
| Dr. Thos. Powell | Dr. E. J. Thompson |
| H. B. Macdonald | Mrs. W. J. Harper |
| Fred Stapells | Owen Williams |
| Ronald H. Jenkins | Rev. W. J. Collett |
| W. J. Snaddon | Mrs. L. Poxon |
| J. A. MacLeod | R. W. Wood |
| Arthur West | W. D. MacDonald |
| W. Hornstrom | Rev. G. Harrison Villett |
| J. E. Love | John Galloway |
| K. J. Morrison | MacDonald Millard |
| James Fowler | Dr. Harry Morgan |
| R. S. Trowsdale | Dr. Stacey McCall |

1948-49

| | |
|--|---------------------|
| Dr. G. D. Stanley (Chairman) | Mrs. W. J. Harper |
| Mr. Justice C. J. Ford (Vice-Chairman) | Mrs. L. Poxon |
| Dr. John H. Garden (Principal) | W. D. MacDonald |
| Dr. Thos. Powell | J. E. Love |
| Dr. C. A. Lawrence | W. J. Snadden |
| Rev. A. R. Huband | K. J. Morrison |
| James Fowler | John A. MacLeod |
| H. B. Macdonald | Arthur West |
| Fred Stapells | W. Hornstrom |
| Ronald H. Jenkins | W. R. Johnston |
| R. S. Trowsdale | MacDonald Millard |
| John Galloway | George C. Lancaster |
| W. Lloyd McPhee | Dr. Harold Young |
| M. C. Brownlee | Dr. E. J. Thompson |
| Dr. G. Harrison Villett | Owen Williams |
| | R. W. Wood |

1949-50

| | |
|--|-------------------------|
| Dr. G. D. Stanley (Chairman) | R. W. Trowsdale |
| Mr. Justice C. J. Ford (Vice-Chairman) | W. R. Johnston |
| Dr. John H. Garden (Principal) | John Galloway |
| Dr. Thos. Powell | MacDonald Millard |
| Dr. C. A. Lawson | W. Lloyd McPhee |
| James Fowler | George C. Lancaster |
| H. B. Macdonald | M. C. Brownlee |
| Fred Stapells | Dr. Harold Young |
| Ronald H. Jenkins | Dr. G. Harrison Villett |

Members of the Board of Governors:

(1949-50 - cont'd)

J. E. Love
W. J. Snaddon
K. J. Morrison
John A. MacLeod
Arthur West
W. Hornstrom

Dr. E. J. Thompson
Mrs. W. J. Harper
Owen Williams
Mrs. L. Poxon
R. W. Wood
W. D. MacDonald

1950-51

Dr. G. D. Stanley (Chairman)
Mr. Justice C. J. Ford (Vice-Chairman)
Dr. John H. Garden (Principal)
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G. B. Switzer
Rev. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
John A. MacLeod
W. Hornstrom
Mr. W. J. Harper

William D. MacDonald
Dr. E. J. Thompson
Rev. C. Dwight Powell
R. S. Trowsdale
W. Raymond Johnston
George Egleston
Samuel J. Parkinson.
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
C. B. Johnson
Ray W. Wood
Dr. G. Harrison Villett
Dr. Harold Young

1951-52

Dr. G. D. Stanley (Chairman)
Mr. Justice C. J. Ford (Vice-Chairman)
Dr. John H. Garden (Principal)
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G. B. Switzer
Rev. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
W. Hornstrom
Mrs. W. J. Harper

William D. MacDonald
Rev. C. Dwight Powell
R. S. Trowsdale
W. Raymond Johnston
George Egleston
Samuel J. Parkinson
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
C. B. Johnson
Ray W. Wood
Dr. G. Harrison Villett
Dr. Harold Young

Members of the Board of Governors:

1952-53

Dr. G. D. Stanley (Chairman)
Mr. Justice C. J. Ford (Vice-Chairman)
Dr. John H. Garden (Principal)
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G. B. Switzer
Rev. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
W. Hornstrom
R. S. Trowsdale

W. Raymond Johnston
George Egleston
Dr. Harold Young
Samuel J. Parkinson
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
C. B. Johnson
Mrs. W. J. Harper
Ray W. Wood
William D. MacDonald
Dr. G. Harrison Villett
Dr. E. J. Thompson
Rev. C. Dwight Powell

1953-54

Dr. G. D. Stanley
Mr. Justice C. J. Ford
Dr. John H. Garden
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G. B. Switzer
Rev. G. Preston MacLeod
William J. Morrison
Arthur West
W. Hornstrom
R. S. Trowsdale
William J. Snaddon

W. Raymond Johnston
George Egleston
Samuel J. Parkinson
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
C. B. Johnson
Mrs. W. J. Harper
Ray W. Wood
William D. MacDonald
Dr. G. Harrison Villett
Dr. E. J. Thompson
Dr. Harold Young
Rev. C. Dwight Powell

1954-55

Dr. G. D. Stanley
Mr. Justice C. J. Ford
Dr. John H. Garden
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G. B. Switzer
Rev. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
W. Hornstrom
R. S. Trowsdale

William D. MacDonald
Dr. E. J. Thompson
W. Raymond Johnston
George Egleston
Samuel J. Parkinson
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
C. B. Johnson
Mrs. W. J. Harper
Ray W. Wood
Dr. G. Harrison Villett
Dr. Harold Young
Rev. C. Dwight Powell

Members of the Board of Governors:

1955-56

Mr. Justice C.J. Ford (Chairman)
Samuel J. Parkinson (Vice-Chairman)
Dr. John H. Garden (Principal)
Howard B. Macdonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G.B. Switzer
Dr. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
W. Hornstrom
R.S. Trowsdale
W. Raymond Johnston
George Egleston

MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
Dr. Howard P. Wright
J. W. Grant MacEwan
Calvin L. Franke
Dr. S.J. Parsons
C.B. Johnson
Mrs. W.J. Harper
Ray W. Wood
William D. MacDonald
Dr. G. Harrison Villett
Dr. E.J. Thompson
Dr. W. Harold Young
Rev. C. Dwight Powell

1956-57

Hon. Mr. Justice C.J. Ford
Samuel J. Parkinson
Dr. John H. Garden
Howard B. MacDonald
Fred Stapells
Ronald H. Jenkins
James E. Love
Dr. G.B. Switzer
Dr. G. Preston MacLeod
William J. Snaddon
Kenneth J. Morrison
Arthur West
W. Hornstrom
R.S. Trowsdale
W. Raymond Johnston
Ray W. Wood

Dr. G. Harrison Villett
Dr. W. Harold Young
George Egleston
MacDonald Millard
George C. Lancaster
W. Lloyd McPhee
Howard P. Wright
J. W. Grant MacEwan
Calvin L. Franke
Dr. S.J. Parsons
C.B. Johnson
Mrs. W.J. Harper
William D. MacDonald
Dr. E.J. Thompson
Rev. C. Dwight Powell

1957-58

Hon. Chief Justice C.J. Ford
G. M. Carlyle
George Egleston
Calvin L. Franke
Dr. John H. Garden
Mrs. W.J. Harper
W. Hornstrom
Ronald H. Jenkins

F.A. McKinnon
W. Lloyd McPhee
MacDonald Millard
C.O. Nickle
Samuel J. Parkinson
Dr. S.J. Parsons
William J. Snaddon
Cody Spencer

Members of the Board of Governors:

(1957-58 - cont'd)

C.B. Johnson
W. Raymond Johnston
George C. Lancaster
James E. Love
Howard B. Macdonald
William D. MacDonald
J.W. Grant MacEwan
Dr. G. Preston MacLeod

Fred Stapells
Dr.G.B. Switzer
R.S. Trowsdale
Dr. G.Harrison Villett
Arthur West
Ray W. Wood
Howard P. Wright
Dr.W. Harold Yang

1958-59

Hon. Chief Justice C.J. Ford (Chairman)
Dr. John H. Garden (Principal)
W.J. Collett
G.M. Carlyle
Calvin L. Franke
Mrs.W.J. Harper
W. Hornstrom
Ronald H. Jenkins
C.B. Johnson
W. Raymond Johnston
George C. Lancaster
James E. Love
Howard B. Macdonald
William D. MacDonald
J.W. Grant MacEwan
Dr.G. Preston MacLeod
F.A. McKinnon

W. Lloyd McPhee
MacDonald Millard
C.O. Nickle
Samuel J. Parkinson
Dr.S.J. Parsons
William J. Snaddon
Cody Spencer
Fred Stapells
Dr.G.B. Switzer
R.S. Trowsdale
Dr.G.Harrison Villett
Arthur West
Ray W. Wood
Howard P. Wright
Dr. W. Harold Yang
President, Alberta Conference,
United Church of Canada.

1959-60

Hon. Chief Justice C.J. Ford (Chairman)
Rev.W.J. Collett (Principal)
G.M. Carlyle
Calvin L. Franke
Rev. John H. Garden
Mrs.W.J. Harper
W. Hornstrom
Ronald H. Jenkins
C.B. Johnson
George C. Lancaster
James E. Love
Howard B. Macdonald
William D. MacDonald
J.W. Grant MacEwan
Rev.G. Preston MacLeod
F.A. McKinnon

W. Lloyd McPhee
MacDonald Millard
Carl O. Nickle
Samuel J. Parkinson
Rev.S.J. Parsons
William J. Snaddon
Cody Spencer
Fred Stapells
Dr.G.B. Switzer
R.S. Trowsdale
Rev. G.Harrison Villett
Arthur West
Ray W. Wood
Howard P. Wright
President, Alberta Conference,
United Church of Canada.

Members of the Board of Governors:

1960-61

Hon. Chief Justice C.J. Ford (Chairman)
Rev. W.J. Collett (Principal)
J.G. Anderson
George Brown
G.M. Carlyle
Calvin L. Franke
Rev. John H. Garden
J.M. Gardiner
Mrs. W.J. Harper
W. Hornstrom
Ronald H. Jenkins
C.B. Johnson
W. Raymond Johnston
George C. Lancaster
H.H. Love
James E. Love
E.B. Lyle
H.J. Macdonald
William D. MacDonald

J. W. Grant MacEwan
Rev. G. Preston MacLeod
F.A. McKinnon
W. Lloyd McPhee
MacDonald Millard
Carl. O. Nickle
Samuel J. Parkinson
Cody Spencer
C.F. Steele
Dr. G.B. Switzer
R.S. Trowsdale
C.N. Vanderputten
Arthur West
Ray W. Wood
Howard P. Wright
President, Alberta Conference,
United Church of Canada
Secty. Committee on Students
and Colleges, Alberta
Conference, United Church
of Canada,
Secty. Committee on Students
and Colleges, Calgary
Presbytery, United Church
of Canada,
Secty. Board of Colleges &
Secondary School, United
Church of Canada

1961-62

Howard P. Wright (Chairman)
Rev. W.J. Collett (Principal)
J.G. Anderson
George Brown
G.M. Carlyle
Basil Dean
J.M. Farrell
C.J. Ford
Rev. John H. Garden
J.M. Gardiner
Mrs. W.J. Harper
W. Hornstrom
Ronald H. Jenkins
C.B. Johnson

William D. MacDonald
Rev. G. Preston MacLeod
C.E. Mansell
F.A. McKinnon
W. Lloyd McPhee
MacDonald Millard
Carl O. Nickle
Samuel J. Parkinson
C.F. Steele
George Stott
Rev. G.B. Switzer
C.N. Vanderputten
R.S. Trowsdale
Arthur West

Members of the Board of Governors:

1961-62 (cont'd)

W. Raymond Johnston

George C. Lancaster

H. H. Love

James E. Love

E. B. Lyle

H. J. Macdonald

Secty., Committee on Students & Colleges, Alta., Conf. United Church of Canada.

Ray W. Wood

Pres., Alberta Conf. United Church of Canada,

Secty. Board of Colleges & Secondary Schools, United Church of Canada.

Secty., Committee on Students & Colleges, Calgary Presbytery, United Church of Canada.

1962-63

Howard P. Wright (Chairman)

Rev. W. J. Collett (Principal)

J. G. Anderson

George Brown

G. M. Carlyle

J. M. Farrell

C. J. Ford

Mrs. W. J. Harper

W. Hornstrom

W. E. Howard

Ronald H. Jenkins

C. B. Johnson

W. Raymond Johnston

George C. Lancaster

H. H. Love

H. J. Love

E. B. Lyle

H. J. Macdonald

William D. MacDonald

Rev. G. Preston MacLeod

C. E. Mansell

C. N. Vanderputten

Arthur West

Ray W. Wood

F. A. McKinnon

W. Lloyd McPhee

MacDonald Millard

Carl O. Nickle

H. E. Panabaker

Samuel J. Parkinson

S. T. Robison

C. F. Steele

George Stott

M. F. Strong

Rev. G. B. Switzer

R. S. Trowsdale

Pres. Alberta Conf. United Church of Canada.

Secty. Board of Colleges & Secondary Schools, United Church of Canada.

Secty. Committee on Students & Colleges, Alta. Conf. United Church of Canada.

Secty. Committee on Students & Colleges, Calgary Presbytery, United Church of Canada.

Members of the Board of Governors:

1963-64

Howard P. Wright (Chairman)
Rev. W. J. Collett (Principal)
J. G. Anderson
George Brown
H. Cameron
G. M. Carlyle
E. Connelly
A. Dixon
R. Eddy
J. M. Farrell
C. J. Ford
R. Fulton
J. M. Gardiner
Mrs. W. J. Harper
W. E. Howard
R. H. Jenkins
W. J. Johns
C. B. Johnson
W. R. Johnston
George C. Lancaster
H. H. Love
H. J. Love
E. B. Lyle

Rev. G. Preston MacLeod
F. A. McKinnon
W. Lloyd McPhee
C. E. Mansell
J. A. Mather
Rev. N. R. Mercer
MacDonald Millard
Howard Miller
C. O. Nickle
S. J. Parkinson
S. T. Reynolds
I. C. Robison
C. F. Steele
George Stott
R. S. Trowsdale
C. N. Vanderputten
A. West
R. W. Wood
Pres. Alberta Conf. United
Church of Canada.
Secty. Board of Colleges and
Secondary Schools,
United Church of Canada.
Secty. Committee on Students
& Colleges, Alberta Conf.
United Church of Canada
Secty. Committee on Students
& Colleges, Calgary Pres-
bytery, United Church of
Canada.

DATA SHEET #1A

HISTORICAL INFORMATION

4. Presently active committees of the Board of Governors:

- | | | | |
|-----|--|---|--------------------------|
| (1) | Executive | - | 7 members |
| (2) | Finance | - | 11 members |
| (3) | Music | - | discontinued |
| (4) | Research | - | not active, discontinued |
| (5) | Property | - | 12 members |
| (6) | Fund Raising Campaign | - | 9 members |
| (7) | Athletics | - | 9 members |
| (8) | Business Administration | - | discontinued |
| (9) | Academic Faculty (renamed "Personnel") | - | 13 members |

5. First meeting of the Mount Royal College Academic Senate:

Date: Wednesday, November 13, 1963.

Location: Student Lounge, Mount Royal College.

Members in Attendance:

| | |
|---------------------|---------------------|
| Dr. W. J. Collett | J. James |
| Dr. R. N. Anderson | O. A. Kelly |
| Dr. F. E. Churchley | Dr. S. A. Lindstedt |
| Dr. E. F. Guy | E. B. Lyle |
| P. J. Hodgson | R. W. McCready |
| Rev. J. L. Paterson | Dr. N. R. Mercer |
| S. T. Reynolds | Dr. John Prescott |
| Dr. H. P. Wright | S. R. Vincent |
| | L. E. Willmott |

Special Guests in Attendance:

| | |
|------------------|-------------------|
| Dean H. S. Baker | J. V. Van Tighem |
| L. W. Kunelius | Rev. D. K. Walker |
| Rev. D. H. Parr | Hon. C. J. Ford |

Members absent:

| | |
|------------------------|---------------------------|
| Dr. G. Preston MacLeod | Rev. Dr. C. A. S. Elliott |
|------------------------|---------------------------|

Agenda:

Dinner
Entertainment by 4 students from the Conservatory of Music.
Welcome by Dr. Collett, Chairman.
Welcome by Dr. Wright, Chairman, Board of Governors.
Address: Dr. R. N. Anderson.
Adjournment.

ATTENDANCE AT BOARD OF GOVERNORS MEETINGS
FOR THE PAST THREE YEARS

| | | |
|--------------------|--|----|
| September 26, 1963 | Executive | 15 |
| June 26, 1963 | Executive | 15 |
| May 9, 1963 | | 23 |
| March 27, 1963 | Executive | 13 |
| February 12, 1963 | Executive | 20 |
| December 6, 1962 | Fund Raising Campaign Committee | 13 |
| October 25, 1962 | Executive | 16 |
| September 27, 1962 | | 16 |
| September 12, 1962 | "Committee of 11" | 12 |
| June 21, 1962 | Executive | 13 |
| June 19, 1962 | "Committee of 11" and Conservatory of Music Committee | 11 |
| May 22, 1962 | Sub-committee on Debt Retirement and Development | 11 |
| May 3, 1962 | Executive | 18 |
| April 4, 1962 | Special Sub-Committee to arrange contract details with Mr. Cecil Cater | 5 |
| March 29, 1962 | Executive | 15 |
| March 20, 1962 | Sub-committee to study Debt Retirement and Development | 7 |
| March 13, 1962 | (as above) | 11 |
| February 22, 1962 | Executive | 18 |
| January 31, 1962 | Executive | 18 |
| January 24, 1962 | Executive | 17 |
| December 21, 1961 | Executive | 20 |
| November 7, 1961 | Executive | 15 |
| October 26, 1961 | Executive | 15 |
| September 29, 1961 | Executive | 18 |
| June 29, 1961 | | 10 |
| June 13, 1961 | Executive | 12 |
| May 25, 1961 | Executive | 14 |
| April 27, 1961 | Executive | 17 |
| April 26, 1961 | Building Committee | 12 |
| March 23, 1961 | | 20 |
| February 23, 1961 | Executive | 15 |
| February 14, 1961 | Special Committee to study the situation as regards the Junior Football Team | 10 |
| January 26, 1961 | Executive | 19 |

Attendance at Board of Governors Meetings (cont'd)

| | | |
|-------------------|---|----|
| December 16, 1960 | Executive | 17 |
| October 27, 1960 | Executive | 19 |
| May 31, 1960 | Executive | 13 |
| April 28, 1960 | Executive | 15 |
| April 22, 1960 | | 23 |
| March 31, 1960 | Executive | 12 |
| March 25, 1960 | Special Committee studying the work of the College | 7 |
| February 26, 1960 | Executive | 15 |
| January 28, 1960 | Executive | 21 |

Agreement of Affiliation with the University of Alberta

By authority of the General Faculty Council of the University, junior colleges may be recommended to the Board of Governors for affiliation with the University under the following conditions:

1. Staff

- (a) Number of Staff: A minimum staff of six teachers giving the major part of their time to junior college work must be maintained.
- (b) Qualifications of Staff: The members of the staff should hold at least the Master's degree or its equivalent in the main field of instruction. All staff members offering instruction at the University level must be approved for appointment by the Committee on Junior Colleges at the University of Alberta. (Under the School Act, all staff members offering instruction in High School work must hold teachers' certificates) .

2. Curriculum

Courses and program of studies for university credit must be approved by the University Committee on Junior Colleges.

3. Equipment

Library and laboratory facilities must be adequate in the subjects taught in the junior college.

4. Admission

The conditions of admission to university courses and programs at junior colleges will be those which obtain in the University of Alberta.

5. Examinations

The examinations of the junior colleges in courses offered for university credit will be the regular University examinations of the first year.

6. Financial Support
The University of Alberta assumes no responsibility for the financial support of affiliated junior colleges.
7. Affiliation with Other Institutions
Junior colleges affiliated with the University of Alberta may not have or enter into affiliations or accreditation arrangements with other colleges or universities without the permission of the General Faculty Council.
8. Period of Affiliation Agreement
The period of any affiliation agreement shall be five years.
9. Public Announcements
All documents which an affiliated institution proposes to issue for public information and which purport to contain a statement of the institution's relationship with the university or other universities shall be submitted before printing for the approval of the President of the University.

DATA SHEET #1B.

DIVISIONS:

High School

Junior College - University Transfer

Junior College - Terminal

Fine Arts

I EVIDENCE OF STABILITY - BY DIVISIONS

Evidence of permanence and stability of an institution is one factor in determining merit and prompting recommendations. Statistical data must be accurate.

A. Date of first operation of the division of the nature of continuity of operation since that date. List departments included at the time of inception.

(a) Date _____

(b) Departments _____

(c) Continuity (i.e. broken, continuous, etc.) _____

B. Dates on which new departments were added.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

C. Dates on which departments were discontinued (if any).

(a) _____

(b) _____

(c) _____

D. Yearly enrollments and number of graduates for the past three years.

(a) Department _____

| | Yearly enrollment | Number of graduates |
|------------------------------|-------------------|---------------------|
| 1960-61 | _____ | _____ |
| 1961-62 | _____ | _____ |
| 1962-63 | _____ | _____ |
| Present enrollment (1963-64) | _____ | |

(b) Department _____

| | Yearly enrollment | Number of graduates |
|------------------------------|-------------------|---------------------|
| 1960-61 | _____ | _____ |
| 1961-62 | _____ | _____ |
| 1962-63 | _____ | _____ |
| Present enrollment (1963-64) | _____ | |

(c) Department _____

| | Yearly enrollment | Number of graduates |
|------------------------------|-------------------|---------------------|
| 1960-61 | _____ | _____ |
| 1961-62 | _____ | _____ |
| 1962-63 | _____ | _____ |
| Present enrollment (1963-64) | _____ | |

(d) Department _____

| | Yearly enrollment | Number of graduates |
|------------------------------|-------------------|---------------------|
| 1960-61 | _____ | _____ |
| 1961-62 | _____ | _____ |
| 1962-63 | _____ | _____ |
| Present enrollment (1963-64) | _____ | |

Note: Append more forms if a larger number of departments so requires.

- E. Names of administrative heads (by departments) since founding of the institution (if possible) with period of service of each.

| | Department head | Department | Period of service as head |
|-----|-----------------|------------|---------------------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |
| 9. | _____ | _____ | _____ |
| 10. | _____ | _____ | _____ |
| 11. | _____ | _____ | _____ |
| 12. | _____ | _____ | _____ |

- F. Approximate percent of turnover in teaching staff for each of the past three years.

| | Department | Percent turnover of staff |
|-------------|------------|---------------------------|
| (a) 1960-61 | _____ | _____ |
| (b) 1961-62 | _____ | _____ |
| (c) 1962-63 | _____ | _____ |
| | Department | Percent turnover of staff |
| (a) 1960-61 | _____ | _____ |
| (b) 1961-62 | _____ | _____ |
| (c) 1962-63 | _____ | _____ |

| | <u>Department</u> | <u>Percent turnover of staff</u> |
|-------------|-------------------|----------------------------------|
| (a) 1960-61 | _____ | _____ |
| (b) 1961-62 | _____ | _____ |
| (c) 1962-63 | _____ | _____ |

Note: Append more forms if a larger number of departments so requires.

It may be necessary to consult records of the Registrar, Dean and Principal to obtain this information. Please treat it as confidential until the material has been consolidated in the final report of the Institutional Analysis. This form may require adaptation because of divisional peculiarities not taken into account in its preparation.

I. EVIDENCE OF STABILITY - HIGH SCHOOL DIVISION

A. Date of first operation of the division and the nature of continuity of operation since that date. List departments included at the time of inception.

- (a) Date: with the very first class, 1910-11.
- (b) Departments: undepartmentalized, as far as can be ascertained; High School was offered in addition to elementary schooling. There was a thought that agriculture might be practised and land, in the vicinity of the Shouldice Bridge, was held in the name of the College. There seems to have been little subsequent development in that line.
- (c) Continuity: Continuous, and growing in numbers registered, especially in the last fourteen years.

B. Dates on which new departments were added.

Departmentalization first was attempted six years ago (in 1957). Heads of departments were to act primarily as co-ordinators. Recently, within the last two years especially, co-ordination has been developed to a high degree in the English department. Social studies practises continuing consultation, and films are ordered for both by the Audio-visual co-ordinator, who assumed his responsibilities in 1959. Other departments operate in more loosely-knit fashion. Beginning in 1947-48 Dr. Collett did much in the field of individual counselling, as did E. Willmott and S.R. Vincent. Since 1961, a special counselling office, which deals with high school students, has been in operation.

C. No departments have been discontinued.

D. Yearly enrollment for the past three years (High School Division)

| Grade X | | Grade XI (cont'd from Gr. X) | |
|------------|----|-------------------------------|----|
| Fall '60 | 28 | Fall '61 | 8 |
| Spring '61 | 30 | Spring '62 | 9* |
| Fall '61 | 20 | Fall '62 | 8 |
| Spring '62 | 18 | Spring '63 | 7* |
| Fall '62 | 13 | Fall '63 | 4 |
| Spring '63 | 13 | | |

* Includes names of students who are listed once previously in the same grade. Apparently they did not complete Grade X in one year.

Grade XII

| | Total No. of Students | No. with High School Diploma | % of total |
|------|-----------------------|------------------------------|------------|
| 1961 | 89 | 61 | 67 |
| 1962 | 132 | 96 | 73 |
| 1963 | 103 | 55 | 53 |

Approximate Numbers of Students Enrolled in Various Programs at Mount Royal Junior College: (Fall Semester 1963)

Students taking Grade XII only:

| | | | | |
|-----------------|----|-----|-----|-----|
| No. of courses | 1 | 2 | 3 | 4 |
| No. of students | 30 | 124 | 129 | 45 |
| TOTAL: | | | | 328 |

Students enrolled in Grade XII taking courses in other grades:

| | | | | |
|------------------------|----|----|----|-----|
| No. of Gr. XII courses | 0 | 1 | 2 | 3 |
| No. of students | 39 | 70 | 58 | 20 |
| TOTAL: | | | | 187 |

No. of students in other grades:

| | | |
|----------|----|----|
| Grade X | 24 | |
| Grade XI | 39 | |
| TOTAL: | 63 | 63 |

TOTAL - forward 578

Special program students taking high school courses:

| | | |
|--------------------------|------------|------------|
| Junior College C.M.U. P. | 78 | |
| Junior College | 24 | |
| Secretarial School | 29 | |
| Night school | <u>158</u> | |
| TOTAL: | 289 | <u>289</u> |

| | | |
|---|--|------------|
| Total number of students presently taking high school courses: | | <u>867</u> |
|---|--|------------|

E. Department Heads and Percentage Turnover of Staff by Department

Until recently , the classification of high school teaching staff at Mount Royal College by department and as department head has been very informal. The tendency has been for the senior member of the staff, teaching in a subject matter area, to assume the responsibilities of a department head. As well, these people were usually permitted to order books for the school library.

Percentage turnover by department were obtained by the following considerations:

- (1) A teacher is a member of a department if he or she teaches one subject in that department.
- (2) Teaching assistants or teachers hired for one semester were not counted.
- (3) A teacher was considered to have left Mount Royal if the teacher did not return the year immediately following .

| <u>Department Head</u> | <u>Department</u> | <u>Period of service as head</u> |
|------------------------|-------------------|----------------------------------|
| H. H. Allan | Social Studies | 1 year (previous) |
| J. A. Brown | Social Studies | 3 years (current) |
| O. A. Kelly | English | 18 years (previous) |
| W. Oldfield | English | 2 years (current) |
| R. W. McCready | Science | 11 years (previous) |
| O. H. Deutsch | Science | 9 years (current) |
| A. T. Thompson | Mathematics | 9 years (previous) |
| E. Lofthouse | Mathematics | 1 year (current) |
| A. A. Ariano | Language | 10 years (previous) |
| Q. Linton | Language | 1 year (current) |

F. Approximate percent of turnover in teaching staff for each of the past three years.

| | <u>Department</u> | <u>Percent turnover of Staff</u> |
|---------|--------------------|--------------------------------------|
| 1960-61 | Mathematics | 14% |
| 1961-62 | | 33% |
| 1962-63 | | 33% |
| 1960-61 | Science | 29% |
| 1961-62 | | 11% |
| 1962-63 | | 56% |
| 1960-61 | English | 20% |
| 1961-62 | | 0 |
| 1962-63 | | 0 |
| 1960-61 | Social Studies | 25% |
| 1961-62 | | 33% |
| 1962-63 | | 0 |
| 1960-61 | Language | 20% |
| 1961-62 | | 0 |
| 1962-63 | | 25% |
| 1960-61 | Phys. Ed. & Health | 33% |
| 1961-62 | | 50% |
| 1962-63 | | 67% |

High School Teaching Staff 1960-63 (asterisk indicates a teacher who did not return the following year.)

Fall '60

| <u>Mathema-</u> <u>tics</u> | <u>Science</u> | <u>English</u> | <u>Soc. St.</u> | <u>Lan- guage</u> | <u>P. E. & Health</u> | <u>Counselling</u> |
|--------------------------------|----------------|----------------|-----------------|-----------------------|-------------------------------|--------------------|
| Pitt | Mr.Sorokan | Oldfield | Brown | Ariano | Borger | |
| Borger | *Mrs.Sorokan | Brydon | Allan | *Nicol | *Mrs. Sorokan | |
| Lofthouse | Deutsch | Kelly | Linton | Linton | Vincent | |
| Sudre | *Cuyler | Willmott | | Sudre | | |
| Brydon | Tyson | *Cuyler | | Brydon | | |
| *Layton | Vincent | | | | | |

Spring '61

| | | |
|-------|--------|--------|
| Tyson | Borger | *Nicol |
|-------|--------|--------|

% turn over

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 14% | 29% | 20% | 25% | 20% | 33% |
|-----|-----|-----|-----|-----|-----|

| <u>Mathema-</u> <u>tics</u> | <u>Science</u> | <u>English</u> | <u>Soc. St.</u> | <u>Lan-</u> <u>guage</u> | <u>P. E. &</u> <u>Health</u> | <u>Counselling</u> |
|--------------------------------|----------------|----------------|-----------------|-----------------------------|-------------------------------------|--------------------|
| <u>Fall '61</u> | | | | | | |
| *Pitt | Jindal | Oldfield | Allan | Sudre | Turner | Muir |
| *Thompson | Mr. Sorokan | Jaycock | Brown | Brydon | *Gardiner | Hawkes |
| Tyson | Lofthouse | Clayton | | Ariano | | Kelly |
| Sudre | *Bishop | Muir | | Linton | | |
| Lofthouse | Deutsch | | | | | |
| Borger | McCready | | | | | |
| | Turner | | | | | |
| <u>Spring '62 (changes)</u> | | | | | | |
| | Markle | | *Pitt | | | |
| <u>% turn over</u> | | | | | | |
| 33% | 11% | -- | 33% | -- | 50% | -- |
| <u>Fall '62</u> | | | | | | |
| Pashak | *Jindal | Oldfield | Brown | Linton | *Hansen | Hawkes |
| Lofthouse | *Markle | Jaycock | Allan | *Ariano | Hawkes | Jaycock |
| Tyson | Deutsch | Willmott | Godwin | Brydon | *Mrs. Sorokan | Muir |
| *Mrs Sorokan | Turner | Clayton | | Sudre | | |
| *Borger | McCready | Dougherty | | | | |
| Lunsford | *Mr. Sorokan | Brydon | | | | |
| | *Borger | Muir | | | | |
| <u>Spring '63 (changes)</u> | | | | | | |
| | Tyson | | | | | |
| | *Mrs. Sorokan | | | | | |
| <u>% turn over</u> | | | | | | |
| 33% | 56% | -- | -- | 25% | 67% | -- |

EVIDENCE OF STABILITY - JUNIOR COLLEGE

A. Date of first operation of the division and the nature of continuity of operation since that date. List departments included at the time of inception.

- (a) Date: Junior College initiated and affiliated with University of Alberta September 23, 1931.
- (b) Departments: Junior College 1931 - (including Commercial Department, established in 1912)
- (c) Continuity : All continuous since inception.

B. Dates on which new departments were added.

- (a) Commercial Department - September 1912
- (b) Arts and Science Department - 1931
- (c) Engineering Department - September 1946
- (d) Business Administration Department - September 1956
- (e) Career Department - September 1960

C. Dates on which departments were discontinued (if any).

Nil

D. Yearly enrollments and number of graduates for the past three years.

(a) Arts and Science

| | <u>Yearly Enrollment</u> | <u>Number of graduates</u> |
|----------------------------------|--------------------------|----------------------------|
| 1960-61 | 55 | 4 |
| 1961-62 | 80 | 18 |
| 1962-63 | 86 | 28 |
| Present enrollment (1963-64) | 144 | |

(b) Engineering

| | | |
|---------------------------------|----|---|
| 1960-61 | 26 | 5 |
| 1961-62 | 21 | 4 |
| 1962-63 | 9 | 2 |
| Present enrollment (1963-64) | 10 | |

(c) Business Administration

| | | |
|----------------------------------|----|----|
| 1960-61 | 82 | 18 |
| 1961-62 | 80 | 16 |
| 1962-63 | 76 | 16 |
| Present enrollment (1963-64) | 79 | |

(d) Career Department

| | <u>Yearly enrollment</u> (1st & 2nd years) | <u>Number of graduates</u> |
|------------------------------|---|----------------------------|
| 1960-61 | 17 | 4 |
| 1961-62 | 32 | 6 |
| 1962-63 | 36 | 8 |
| Present enrollment (1963-64) | 56 | |

(e) Commercial Department

| | | |
|-----------------------------|----|----|
| 1960-61 | 69 | 66 |
| 1961-62 | 94 | 87 |
| 1962-63 | 89 | 78 |
| Present enrollment(1963-64) | 87 | |

- E. Names of administrative heads (by departments) since founding of the institution (if possible) , with period of service of each.

| <u>Department head</u> | <u>Department</u> | <u>Period of service as head</u> |
|--------------------------------------|-------------------|----------------------------------|
| Fred B. Friend, M. A. | Arts & Science | 1931-1933 |
| C. S. Burchill, M. A. | Arts & Science | 1933-1936 |
| F. E. L. Priestly, M. A. | Arts & Science | 1936-1937 |
| A. R. O. McDonald, M. Sc. | Arts & Science | 1937-1943 |
| Ralph W. McCready, M. Sc. | Arts & Science | 1944-1959 |
| S. R. Vincent, B. Ed. B. Sc., B.D. | Arts & Science | 1959-1961 |
| E. L. Pitt, M. A. | Arts & Science | 1961-1962 |
| S. R. Vincent, B. Ed., B. Sc., B. D. | Arts & Science | 1962-date |
| Ralph W. McCready, M. Sc. | Engineering | 1946-1962 |
| M. A. Spring, B. Sc., P. Eng. | Engineering | 1962-date |
| A. S. Gracey, B. A., B. Ed. | Bus. Admin. | 1956-1958 |
| M. S. Feader, M. B. A. | Bus. Admin. | 1958-1962 |
| C. H. Cook, L. L. B., M. B. A. | Bus. Admin. | 1962-date |
| D. M. Halstead, B. A. | Careers | 1960-date |
| W. G. Bennett | Secretarial | 1912-1921 |
| Georgia M. Brown | Commercial | 1921-1922 |
| Margaret L. Cassick | Commercial | 1922-1926 |
| J. Walter Hepburn | Commercial | 1926-1929 |
| J. Russell Joyce | Commercial | 1929-1930 |
| O. J. Silverthorne | Commercial | 1931-1931 |
| C. E. Wright | Commercial | 1931-1935 |
| Robert Purves, B. Comm. | Commercial | 1935-1943 |
| Glenn B. Hinchey | Commercial | 1943-1945 |
| J. Walter Hepburn | Commercial | 1945-date |

- F. Approximate percent of turnover in teaching staff for each of the past three years (full-time only).

| | <u>Department</u> | <u>Percent turnover of staff</u> |
|---------|-------------------|----------------------------------|
| 1960-61 | Arts & Science | 7% |
| 1961-62 | | 16% |
| 1962-63 | | 35% |
| 1960-61 | Engineering | Nil |
| 1961-62 | | Nil |
| 1962-63 | | Nil |
| 1960-61 | Bus. Admin. | - |
| 1961-62 | | - |
| 1962-63 | | 25% |
| 1960-61 | Careers | Nil |
| 1961-62 | | Nil |
| 1962-63 | | Nil |
| 1960-61 | Commercial | Nil |
| 1961-62 | | Nil |
| 1962-63 | | Nil |

FINE ARTS DIVISION

- A. Date of first operation of the division and the nature of continuity of operation since that date. List departments included at the time of inception.
- (a) Date: 1911
 - (b) Departments: Conservatory of Music
Elocution and Physical Culture
 - (c) Continuity: Continuous operation, except that the name was changed from "Elocution and Physical Culture" to "Speech and Drama" in 1931.
- B. Dates on which new departments were added.
- (a) Fine Arts (art and pottery and china painting) - 1914.
- C. Dates on which departments were discontinued (if any).
- (a) Art, pottery and painting discontinued in 1947.

D. Yearly enrollments and number of graduates for the past three years.

(a) Department: PIANOFORTE

| | <u>Yearly enrollment</u> | <u>Number of graduates</u> |
|---------|--------------------------|---|
| 1960-61 | 381 | 2 Licentiate Diplomas 2 Associate Diplomas |
| 1961-62 | 458 | 2 Licentiate Diplomas 8 Associate Diplomas |
| 1962-63 | 434 | 1 Licentiate Diploma 3 Associate Diplomas |

Present enrollment (1963-64) - 395 to Nov. 16/63

(b) Department: STRINGS

| | | |
|---------|-----|-------------|
| 1960-61 | 123 | 1 Associate |
| 1961-62 | 94 | |
| 1962-63 | 125 | |

Present enrollment (1963-64) - 130 to Nov. 16/63

(c) Department: WIND INSTRUMENTS

| | | |
|---------|-----|-------------|
| 1960-61 | 115 | 1 Associate |
| 1961-62 | 117 | |
| 1962-63 | 173 | |

Present enrollment (1963-64) - 168 to Nov. 16/63

(d) Department: VOICE

| | | |
|---------|----|-------------|
| 1960-61 | 69 | 1 Associate |
| 1961-62 | 86 | |
| 1962-63 | 61 | |

Present enrollment (1963-64)- 47 to Nov. 16/63.

(e) Department: SPEECH

| | <u>Yearly enrollment</u> | <u>Number of graduates</u> |
|---------|--------------------------|----------------------------|
| 1960-61 | 113 | 4 Associate Diplomas |
| 1961-62 | 101 | 3 Associate Diplomas |
| 1962-63 | 144 | 4 Associate Diplomas |

Present enrollment (1963-64) 109 to Nov. 16/63

(f) Department: PERCUSSION

| | |
|---------|----|
| 1960-61 | 2 |
| 1961-62 | 1 |
| 1962-63 | 25 |

Present enrollment (1963-64) 21 to Nov. 16/63

(g) Department: ORGAN

| | |
|---------|---|
| 1960-61 | 3 |
| 1961-62 | 0 |
| 1962-63 | 4 |

Present enrollment (1963-64) 3 to Nov. 16/63

(h) Department: THEORY

| | | |
|---------|-----|---------------------|
| 1960-61 | 65 | 1 Associate Diploma |
| 1961-62 | 87 | |
| 1962-63 | 132 | |

Present enrollment (1963-64) 112 to Nov. 16/63

| Total Registrations by Subjects: | | *Total Paid Registrations: | |
|----------------------------------|------|----------------------------|-------------------------------------|
| 1960-61 | 871 | 1960-61 | 833 |
| 1961-62 | 944 | 1961-62 | 881 |
| 1962-63 | 1098 | 1962-63 | 1017 - 210 Branch Studios = 1227 |
| to Nov. 16/63 | 985 | to Nov. 16/63 | 886 - 282 Branch Studios = 1168 |

* Difference due to some students taking more than one subject.

FINE ARTS

E. Names of administrative heads (by Departments) since founding of the institution, with period of service of each:

| <u>MUSIC</u> | | <u>SPEECH</u> | <u>FINE ARTS</u> |
|--|--|---------------|---|
| 1911-12 F. Arthur Oliver, B. M. | 1911-14 Ada Chown, B. A., B. O. | | |
| 1912-17 Wilfred V. Oaten | 1914-15 Muriel Crow, A. T. C. M. | | 1914-15 Elaine Borden, B. A., B. S. |
| | 1915-16 Cora Goule | | 1915-16 Margaret M. Harris |
| 1918-20 J. E. Hodgson, Mus. Doc. | 1918-19 Dora Adams, L. C. S. E. | | 1918-20 Edna Carder |
| | 1919-29 Mrs. Stanley D. Skene, B. L. I. | | ? Alice Parrott |
| 1920-22 Frederick Rogers, Mus. Doc. | | | |
| 1922-27 Clifford Higgin | 1930-31 Ida M. Leslie, B. L. I. | | 1927-29 Louise M. Smith |
| 1927-40 P. L. Newcombe, L. Mus. | 1931-34 Helen B. Moller, B. A., M. A. | | 1930-33 Euphemia McNaught, A. O. C. A. |
| | 1934-35 J. Chas. Harris, B. A., M. A. | | ? Annora Brown |
| | 1935-37 Inger C. Rasmussen | | |
| | 1936-39 Beth Lockerbie, B. L. I. | | |
| | 1939-42 Pearl Sparling, B. L. I. | | |
| 1940-45 Jascha Galperin | 1943-45 Grace M. Trinder, A. T. C. M. | | 1945-46 Miriam G. Moore, A. R. D. S., A. A. S. A. |
| 1945-50 Cyril S. Mossop, L. T. C. L., A. T. C. M. | 1945- Leona F. Paterson, A. T. C. M. | | |
| 1950-58 Harold Ramsay, L. Mus. F. T. C. L. | | | |
| 1958-59 Dr. John Garden, D. D., B. A., B. D. | | | |
| 1959 - (for five months) Committee of Direction: W. Knight Wilson, Chairman, Mrs. I. Herd, Miss Mary Munn | | | |
| 1959-62 Committee of Direction: W. Knight Wilson, Chairman, Mrs. L. Paterson, Mr. P. Hodgson | | | |
| 1962-64 Committee of Direction: Dr. W. J. Collett, Chairman, Mrs. L. Paterson, Mr. P. Hodgson, Miss L. Walters, Mr. S. Vincent. | | | |

| F. | <u>Department</u> | | <u>Percent turnover of staff</u> |
|-----|-------------------|------------------------------------|----------------------------------|
| | | | |
| (a) | 1960-61 | 28 | 38.6% |
| (b) | 1961-62 | 31 | 29.0% |
| (c) | 1962-63 | 37 4 14 Branch teachers | 54.8% |
| (d) | 1963-64 | 41 4 17 Branch teachers | 20.7% |

DATA SHEET #IIA

FINANCE

Sources of income, distribution of expenditures, debts and payments are matters of vital importance in establishing the stability of an institution.

Please provide the following information where applicable. It may not be possible to respond to some items or portions thereof. Please provide data on a separate sheet for each item even if the statement is nil.

Place the item number and the question dealt with at the head of each data sheet.

- (1) A summary of receipts and expenditures by main categories, for the previous fiscal year.
- (2) A summary of the budget for the current fiscal year. Perhaps this should be rather detailed.
- (3) A statement of annual surplus or deficit for each of the past five years and amount of accumulated surplus or deficit at the end of the last fiscal year.
- (4) Total endowment by classification (real estate, securities, mortgages, trusts, etc.). How and by whom are the investments managed?
- (5) Yearly income for each of the past five fiscal years from endowment, church support, foundation grants, individual gifts, student fees, etc.

- (6) Statement of total indebtedness at present for capital outlay.
What are the current provisions for meeting these obligations?
- (7) Total present fund for future plant expansion. From what sources obtained?
- (8) Total indebtedness (other than for capital outlay) outstanding over 30 days. Include delayed payment to staff if applicable.
- (9) Student accounts receivable written off and those carried forward during each of the last five fiscal years. Report the total of the accumulation at the end of the last fiscal year.
- (10) The probability of continuance of income, if any, from sources other than fees, endowment, and government grants. Indicate the degree and nature of financial dependence upon churches, foundations, contractual agreements, special private donations, or other sources.

NOTE: Some additional financial data will be requested when data is assembled on "Administration"

DATA SHEET IIA - FINANCE

1. Summary of Revenue and Expenditure for the Fiscal Year July 1st, 1962 to June 30th, 1963

Revenue

| | |
|--------------------------------------|------------------|
| Summer Period (July 1 - August 31) | 37070.70 |
| Junior College | 86592.75 |
| High School | 177375.55 |
| Secretarial School | 40468.95 |
| Conservatory of Music | 88312.42 |
| Evening College | 43229.50 |
| Dining Room | 76635.47 |
| Dormitory | 35248.69 |
| Book Store | 12095.85 |
| Snack Bar | 20818.52 |
| United Church Grant | 5000.00 |
| Dominion Govt. University Grant | 5225.67 |
| Rentals | 6407.00 |
| Other | 6393.91 |
| | <u>640874.98</u> |

Expenditure (Direct)

| | |
|-----------------------------------|------------------|
| Summer Period (July 1 - Aug. 31) | 33449.11 |
| Junior College | 98562.34 |
| High School | 132518.13 |
| Secretarial School | 17996.23 |
| Conservatory of Music | 81677.08 |
| Evening College | 27721.30 |
| Dining Room | 50287.22 |
| Dormitory | 23638.60 |
| Book Store | 11329.31 |
| Snack Bar | 15532.36 |
| Christian Education | 6732.44 |
| | <u>499444.12</u> |

General - Administrative

| | |
|------------------------------------|------------------------|
| Administration | 42527.60 |
| Advertising & Promotion | 21329.03 |
| Travel Expense | 5944.81 |
| Maintenance | 30337.51 |
| Heat, Light & Water | 11642.88 |
| Office, Telephone, Postage etc. | 13801.84 |
| Pensions & Fringe Benefits | 8325.92 |
| Athletics | 12167.32 |
| Insurance | 1945.32 |
| Interest | 15881.56 |
| Bursaries | 3600.00 |
| Depreciation | 20000.00 |
| | <u>187503.79</u> |
| | <u>686947.91</u> |
| Excess of Expenditure over Revenue | <u><u>46072.93</u></u> |

2. Budget of Revenue & Expenditures for fiscal year
July 1st, 1963 - June 30th, 1964 (Estimated)

Revenue

| | |
|-----------------------|------------------|
| Summer Period | 36348.00 |
| Junior College | 127240.00 |
| High School | 227301.00 |
| Secretarial School | 42195.00 |
| Conservatory of Music | 87000.00 |
| Evening College | 56340.00 |
| Dining Room | 106698.00 |
| Dormitory | 68492.00 |
| Book Store | 17750.00 |
| Snack Bar | 29120.00 |
| United Church Grant | 5000.00 |
| Rentals | 5975.00 |
| Other | 5425.00 |
| Total Revenue | <u>814884.00</u> |

Expenditure

| | | |
|--------------------------------|-----------------|-----------|
| Summer Period | | 33602.00 |
| Junior College | | |
| - Instruction & Administration | 88630.00 | |
| - Counselling | 5106.00 | |
| - Secretarial | 1500.00 | |
| - Library Salaries | 2128.00 | |
| - Library Books | 2000.00 | |
| - "Decision" Scholarships | 2400.00 | |
| - Laboratory | 1500.00 | |
| - Sundry | <u>2000.00</u> | 105564.00 |
| High School | | |
| - Instruction & Administration | 128495.00 | |
| - Counselling | 11914.00 | |
| - Secretarial | 3500.00 | |
| - Library Salaries | 4967.00 | |
| - Library Books | 1000.00 | |
| - Laboratory | 500.00 | |
| - Sundry | <u>3000.00</u> | 153376.00 |
| Secretarial School | | |
| - Instruction & Administration | 19700.00 | |
| - Sundry | <u>500.00</u> | 20200.00 |
| Evening College | | |
| - High School | 10400.00 | |
| - Adult Education | 1100.00 | |
| - Bus. Development Program | 13406.00 | |
| - Administration | <u>4400.00</u> | 29306.00 |
| Conservatory of Music | | |
| - Instruction | 66080.00 | |
| - Other | <u>16080.00</u> | 82080.00 |

Cont'd.

| | | |
|--|------------------|------------------|
| Dining Room | | |
| - Wages | 29190.00 | |
| - Provisions | 44360.00 | |
| - Sundry | <u>4500.00</u> | 78050.00 |
| Dormitory | | |
| - Supervision | 12817.00 | |
| - Wages | 6000.00 | |
| - Sundry | 3000.00 | |
| - Rented space | <u>33400.00</u> | 55217.00 |
| Book Store | | 17000.00 |
| Snack Bar | | 23000.00 |
| Christian Education | | <u>6850.00</u> |
| | <u>Sub-total</u> | <u>604245.00</u> |
| <u>General</u> | | |
| Administration | | 43060.00 |
| Advertising, Promotion & Public Relations: | | |
| General Advertising | 14458.00 | |
| Field Promotion | 12000.00 | |
| Business Development Program | <u>7941.00</u> | 34399.00 |
| Maintenance: | | |
| Expense | 14200.00 | |
| Salaries | <u>16890.00</u> | 31090.00 |
| Heat, Light & Water : | | 11000.00 |
| Pensions, & Fringe Benefits | | 17274.00 |
| Other:- | | |
| Office Supplies & Forms | 6000.00 | |
| Telephone | 4000.00 | |
| Postage | 2000.00 | |
| Travel Expense | 5000.00 | |
| Audit & Legal | 700.00 | |
| General Expense | 1000.00 | |
| Taxes | 200.00 | |
| Insurance | 2500.00 | |
| Bank Charges | <u>800.00</u> | 22200.00 |
| Athletics | | |
| General | 2500.00 | |
| Scholarships | 8000.00 | |
| Salaries | <u>3100.00</u> | 13600.00 |
| Interest | | 12000.00 |
| Depreciation | | <u>20000.00</u> |
| | <u>Sub-total</u> | <u>204623.00</u> |
| Total Expenditure | | <u>808868.00</u> |
| Excess Revenue over Expenditure | | <u>6016.00</u> |
| Capital Expenditures | | |
| Equipment & Furnishings | | 20000.00 |

3. Statement of Annual Surplus or Deficit 1958-59 to 1962-63

| <u>Fiscal Year</u> | <u>Surplus</u> | <u>Deficit</u> |
|--------------------|----------------|----------------|
| 1958-59 | 1277.87 | |
| 1959-60 | | 5117.41 |
| 1960-61 | 1723.99 | |
| 1961-62 | | 18445.09 |
| 1962-63 | | 46072.93 |

4. The total Endowment Fund of the College is \$500.00, invested in Dominion of Canada bonds.

5. Statement of Income from all Sources 1958-59 to 1962-63

| <u>Source</u> | <u>1958-59</u> | <u>1959-60</u> | <u>1960-61</u> | <u>1961-62</u> | <u>1962-63</u> |
|---------------------------|----------------|----------------|----------------|----------------|----------------|
| | (\$) | (\$) | (\$) | (\$) | (\$) |
| Endowment | 23 | 23 | 23 | 23 | 23 |
| Church Support:- | | | | | |
| United Church of Canada:- | | | | | |
| - for Christian education | 3100 | 3600 | 3600 | 5000 | 5000 |
| - for Capital purposes | | | | | |
| Local Churches:- | | | | | |
| - Building fund | | | | 20 | 310 |
| - Student aid | | | | | 165 |
| Dominion Govt. University | | | | | 5226 |
| Scholarships Grant | 1100 | 1000 | 1240 | 1033 | 1093 |
| Individual Gifts: | | | | | |
| - Current operating | 205 | 250 | 1075 | 800 | 641 |
| - Building fund | 4336 | 3597 | 6412 | 20933 | 74100 |
| Tuition fees | 276082 | 296177 | 348068 | 431411 | 462692 |
| Board & Room fees | 91408 | 97408 | 94117 | 112106 | 121806 |
| Rentals | 4978 | 5062 | 5341 | 6012 | 6773 |
| Book Store & Snack Bar | 19657 | 21561 | 23197 | 29182 | 32914 |
| Other | 2780 | 3293 | 4462 | 4942 | 5800 |
| TOTAL | 403669 | 431971 | 487535 | 611469 | 716543 |

6. Total indebtedness for capital outlay at June 30th, 1963 was \$291,389.00. A campaign to raise these monies is more or less inactive at present, except for contacts being made by some Board members for large gifts. A plan of liquidation of this capital debt over the next five years is being submitted to the Annual meeting in the Report of the Business Manager. The active participation of the members of the Board of Governors in this matter is of extreme urgency.
7. There is no fund at present for future plant expansion.
8. All accounts payable are taken care of on a 30-day basis. There are no salary payments outstanding. The new dishwashing complex installed in the kitchen during summer 1963 was on the basis of \$3000.00 cash and \$1232.00 payable June 30th, 1964.
9. Student accounts receivable are reviewed each June. A reserve is set up for those unlikely to be collected. These accounts are then carried on our books for one more year with every effort being made to collect. Those still outstanding are then written off.

The following statement shows students accounts receivable at the end of each of the last five fiscal years, together with the amount written off in each year:

| Year | Students Accts. Rec. at June 30th | Amount Written off from previous year |
|---------|--------------------------------------|---|
| 1962-63 | \$ 4736.65 | \$ 1933.46 |
| 1961-62 | 6262.68 | 1321.67 |
| 1960-61 | 4631.23 | 3354.78 |
| 1959-60 | 6743.92 | 813.78 |
| 1958-59 | 1892.10 | 1072.70 |

10. Probability of continuance of income if any from sources other than fees, endowment and government grants:

(a) Churches Statement #5 of this report indicates the support from churches during the past five years, There is no indication that the annual grant from the United Church of Canada, now \$5000.00 will increase. In any event, this is given on the understanding it will be used for purposes of Christian Education.

For the past two years we have also received a capital grant of \$5000.00 per year from the United Church of Canada. We have had verbal assurance from the Secretary of the Board of Colleges and Secondary Schools that this will continue for another eight years, provided the Contingency Funds of the M. and M. Department are kept up to a sufficiently high level.

There has been some support from individual churches during the past year, and there would appear to be a good field of support here if we can educate church members and boards to realize - (1) that Mount Royal is a United Church College, (2) that we are making a unique contribution to the education of young people, and (3) that church members and boards therefore have a financial obligation and an opportunity to serve in this area.

- (b) Foundations Up to the present we have been unable to secure financial support from any Foundation. This avenue should not be considered closed, however.
- (c) Contractual Agreements We have no income from this source, unless bequests from Wills would be included in this category. We have had two such bequests in recent years. This is an area that should be given special attention.
- (d) Special private donations In the past this has been our source of capital funds, but in recent years such donations have been becoming increasingly more difficult to secure.
- (e) Endowments It would appear that special effort should be made to build up Endowment Funds, either for general or special purposes or both. At present, the lack of any significant endowment fund leaves Mount Royal College in an unstable financial position.

DATA SHEET #IIB

DIVISIONAL REVENUE AND EXPENDITURE

Please provide a statement indicating the income to Mount Royal College resulting from each of the following Divisions. Also provide an estimate of the cost to Mount Royal College for which each division is responsible. Where possible, show revenue and expenditure over the past 5 years.

| <u>DIVISION</u> | <u>REVENUE</u> | <u>EXPENDITURE</u> |
|--------------------------------------|----------------|--------------------|
| High School | | |
| Junior College (University Transfer) | | |
| Business Administration | | |
| Engineering | | |
| Secretarial School | | |
| Career Programs | | |
| Evening College | | |
| Conservatory | | |

STATEMENT OF REVENUE & EXPENDITURES (including overhead) 1959-60 to 1963-64

| | Revenue 1959-60 | Expendi- ture 1960-61 | Revenue 1960-61 | Expendi- ture 1961-62 | Revenue 1962-63 | Expendi- ture 1963-64 (estimated) | | | | |
|--------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|--|-----------|---------|-----------|----------|
| High School | \$125493. | 132308. | \$144657. | 148049. | \$170283. | 194536. | \$177376. | 206770. | \$233965. | 242664. |
| Junior College | 45314. | 55623. | 67207. | 91211. | 82732. | 113303. | 91818. | 137563. | 153772. | 164168.* |
| -University transfer | | | | | | | | | 88746. | 74402.** |
| -Business Administration | | | | | | | | | 35878. | 44557.** |
| - Engineering | | | | | | | | | 4417. | 15237.** |
| -Career Programs | | | | | | | | | 24731. | 29972.** |
| Secretarial School | 26768. | 26497. | 27322. | 25262. | 41480. | 34267. | 40469. | 35996. | 42190. | 40894. |
| Evening College | 20747. | 16108. | 29253. | 19145. | 35060. | 25062. | 43230. | 36722. | 67860. | 51528. |
| Conservatory of Music | 63309. | 67580. | 62097. | 66508. | 74727. | 82058. | 88312. | 95552. | 92000. | 101515. |

**** Note these figures are a breakdown of Junior College totals above ***

JUNIOR COLLEGE DIVISION

ESTIMATED EXPENSE 1963-64

| Junior College | Totals | Arts & Science | Business Admin. | Career | Engineering |
|----------------|-----------|----------------|-----------------|--------------|--------------|
| Salaries | \$103130. | 39% \$40221. | 29% \$29908. | 19% \$19595. | 13% \$13406. |
| Other Direct | 17934. | 56% 10043. | 24% 4304. | 17% 3049. | 3% 538. |
| Overhead | 43104. | 56% 24138. | 24% 10345. | 17% 7328. | 3% 1293. |
| Total | 164168. | 74402. | 44557. | 29972. | 15237. |

ESTIMATED REVENUE 1963-64

| | | | | | | | | | |
|---------------------------|----------|-----|--------|-----|--------|-----|--------|----|----------|
| Enrollment | 330 | 185 | 72106. | 79 | 33538. | 56 | 24731. | 10 | 4417. |
| Fees | | 56% | | 24% | | 17% | | 3% | |
| Dominion Government Grant | | | 16640. | | 2340. | | | | |
| | 153772. | | 88746. | | 35878. | | 24731. | | 4417. |
| Surplus or (Deficit) | (10396) | | 14344. | | (8679) | | (5241) | | (10820) |

JUNIOR COLLEGE DIVISION 1963-64

NUMBERS OF STUDENTS BY DEPARTMENT IN EACH COURSE AND SALARY COST.

| Instructor | Course | Arts & Science | | Bus.Admin. | | Career | | Engineering | |
|----------------|------------------------|----------------|-------------|------------|-------------|----------|-------------|-------------|-------------|
| | | Students | Salary Cost | Students | Salary Cost | Students | Salary Cost | Students | Salary Cost |
| F. Anderson | Social Welfare 111/211 | | | | | 33 | 2500. | | |
| B. Brooks | Physical Education | 85 | 1342. | 65 | 1037. | 34 | 549. | 8 | 122. |
| J. A. Brown | Government 211 | | | 25 | 1250. | | | | |
| P. Chimbos | Sociology 111 | 60 | 1200. | 8 | 200. | 29 | 600. | | |
| " | Sociology 211 | 3 | 1000. | | | 3 | 1000. | | |
| " | Family Life 211 | | | | | 2 | 2000. | | |
| D. R. P. Coats | Radio 101/102 | | | | | 19 | 1500. | | |
| J. Cormack | Radio 105 | | | | | 5 | 325. | | |
| L. Driscoll | | | | | | | | | |
| L. Dyer | Zoology 111 | 43 | 1500. | | | 1 | | | |
| R. G. Dyer | Economics 111 | 6 | 342. | 41 | 2365. | 2 | 143. | | |
| | Economics 231 | 1 | 285. | 11 | 2565. | | | | |
| S. Feader | Economics 113 | 34 | 1800. | | | | | | |
| | Economics 200 | 1 | 1800. | | | | | | |
| | Economics 235 | | | 12 | 1800. | | | | |
| | Economics 111 | | | 1 | 900. | 1 | 900. | | |
| B. Groberman | Interior Design 111 | | | | | 8 | 1000. | | |
| H. M. Gutman | Bus. Admin. 223A/223B | 11 | 1350. | 20 | 1350. | | | | |
| D. Halstead | English 221 | | | | | | | | |
| | | | | 8 | 675. | 7 | 2550. | | |
| | English 105 | | | 5 | 1275. | | 600. | | |
| J. Hassett | Physics 111 | 7 | 615. | | | | | 10 | 885. |
| P. Hephner | Journalism 111 | | | | | 5 | 600. | | |

| Instructor | Course | Arts & Science Students | Salary Cost | Bus. Admin. Students | Salary Cost | Career Students | Salary Cost | Engineering Students | Salary Cost |
|----------------|-------------------------|----------------------------|----------------|-------------------------|----------------|--------------------|----------------|-------------------------|----------------|
| O. A. Kelly | English 211 | 105 | 3486. | 17 | 546. | 4 | 168. | | |
| J. C. Kenyon | Mathematics 113 | 12 | 665 | 22 | 1235. | | | 8 | 627. |
| | Mathematics 121 | 13 | 1026. | 3 | 247. | | | 1 | 950. |
| | Mathematics 211 | 1 | 950. | | | | | | |
| J. S. MacKay | French 111 | 15 | 1125. | 4 | 375. | | | | |
| R. W. McCready | Director of Jr. College | | 700. | | 700. | | 700. | 5 | 700. |
| | Chemistry 111 | 19 | 2240. | | | | | | 560. |
| F. S. Morley | History 221 | 33 | 810. | | | 4 | 90. | | |
| | History 231 | 29 | 603. | | | 14 | 297. | | |
| | Psychology 211 | 1 | 300. | | | | | 2 | 600. |
| | Rel. Education 119 | 70. | 675. | 1 | 9. | 22 | 216. | | |
| J. L. Paterson | Rel. Education 215 | | | | | | 260. | | (31) |
| C. B. Selmsier | Geology 211 | 3 | 1500. | | | | | | |
| E. Sigsworth | Physical Education | 60 | 1480. | | | 21 | 520. | | |
| M. A. Spring | Engineering | | | | | | | 20 | 6800. |
| G. Stephenson | Psychology 111 | 90 | 1525. | 31 | 525. | 26 | 450. | | |
| A. Thompson | Mathematics 109 | | | 7 | 1080. | 1 | 120. | | |
| | Dynamics 253 | | | | | | | 2 | 1200. |
| | Physics 251 | | | | | | | 2 | 1200. |
| | Mathematics 103 | | | 14 | 1200. | | | | |
| J. Walker | Typing | 2 | 266. | 6 | 760. | 22 | 2774. | | |
| Mr. Wilson | English 111 | 15 | 112. | 40 | 300. | 38 | 285. | 7 | 53. |
| | Radio 107 | | | | | 6 | 750. | | |
| R. Wyckham | Business 111 | | | 44 | 1880. | 3 | 120. | | |
| | Business 251 | | | 5 | 2000. | | | | |
| | Business 113 | 9 | 2000. | | | | | | |
| C. H. Cook | Chairman, Bus. Admin. | | | | 6300. | | | | |
| | | 30697. | | 30574. | | 21017. | | 13697. | |
| | | 32% | | 32% | | 22% | | 14% | |

| Instructor | Course | Arts & Science | | Bus. Admin. | | Career | | Engineering | |
|--------------------|-----------------|----------------|-------------|-------------|-------------|----------|-------------|-------------|-------------|
| | | Students | Salary Cost | Students | Salary Cost | Students | Salary Cost | Students | Salary Cost |
| Program D | R. W. McCready | | 750. | | | | | | |
| | Plotnik | | 1200. | | | | | | |
| | Richardson | | 675. | | | | | | |
| | McLeod | | 1200. | | | | | | |
| | Kenyon | | 1500. | | | | | | |
| | Horne | | 1200. | | | | | | |
| | Garner | | 1200. | | | | | | |
| | Dyer | | 1500. | | | | | | |
| | Brooks | | 750. | | | | | | |
| | Lab. Instructor | | 600. | | | | | | |
| | | | 41272. | | | | | | |
| | | 39% | | 29% | | 19% | | 13% | |
| <hr/> | | | | | | | | | |
| Enrollment (289) | | 144 | | 79 | | 56 | | 10 | |
| Program D | | 41 | | | | | | | |
| <hr/> | | | | | | | | | |
| (330) | | 185 | | 79 | | 56 | | 10 | |
| <hr/> | | | | | | | | | |
| | | 56% | | 24% | | 17% | | 3% | |

DATA SHEET # III

PHYSICAL PLANT

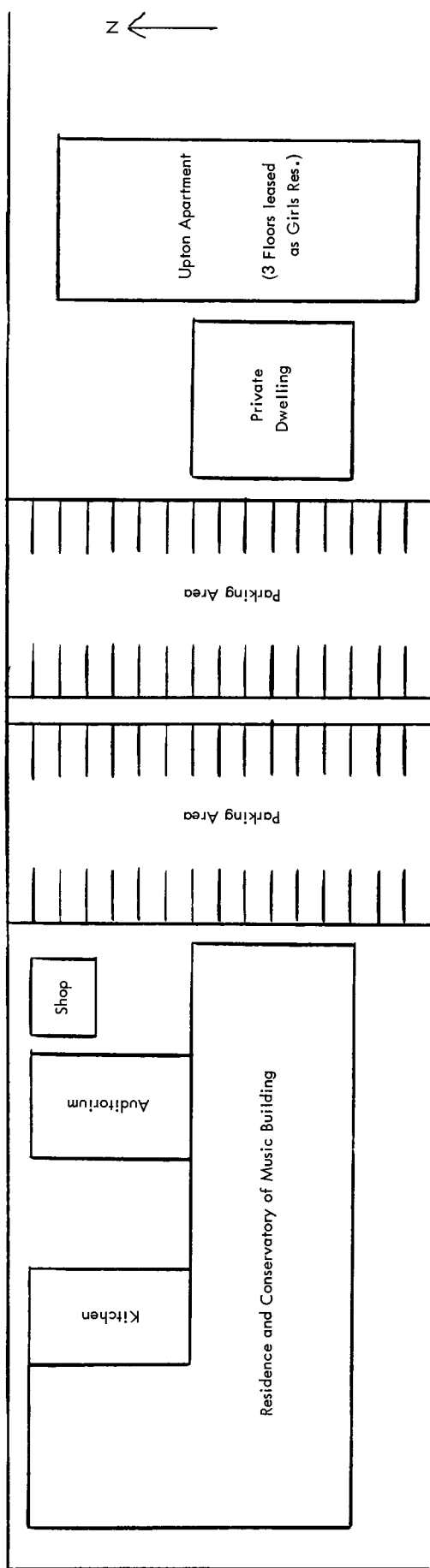
The buildings and grounds will be considered with respect to ownership, condition, upkeep, suitability and possibilities for expansion with the growth of the institution.

1. Plan of campus by means of a map showing size and location of buildings, grounds, parking area, etc.
2. Plan of administrative-office area of administration building
3. Plan of classroom, laboratory and library space.
4. Dates of construction (or approximate age) of buildings and other improvements.
5. Limitations placed upon the attainment of the institution's purposes by the present physical plant.
6. Contemplated additions to or changes in the existing plant.
7. Organization and nature of the administration of plant maintenance program, including training and experience of maintenance personnel.

NOTE: Please place information for each question on a separate sheet of paper.

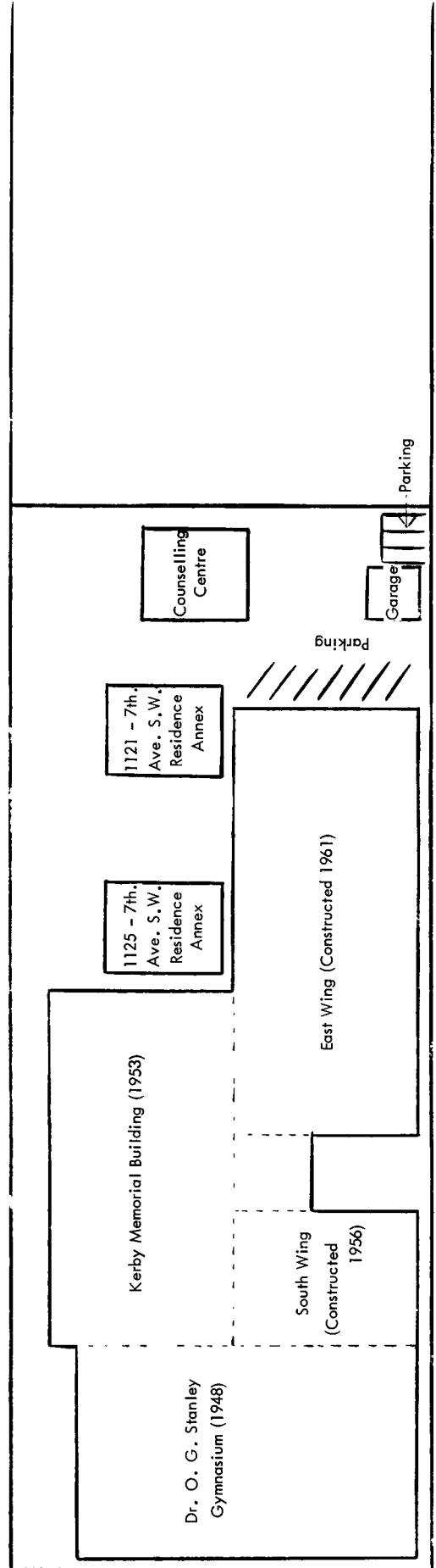
1. MOUNT ROYAL COLLEGE CAMPUS

Lane



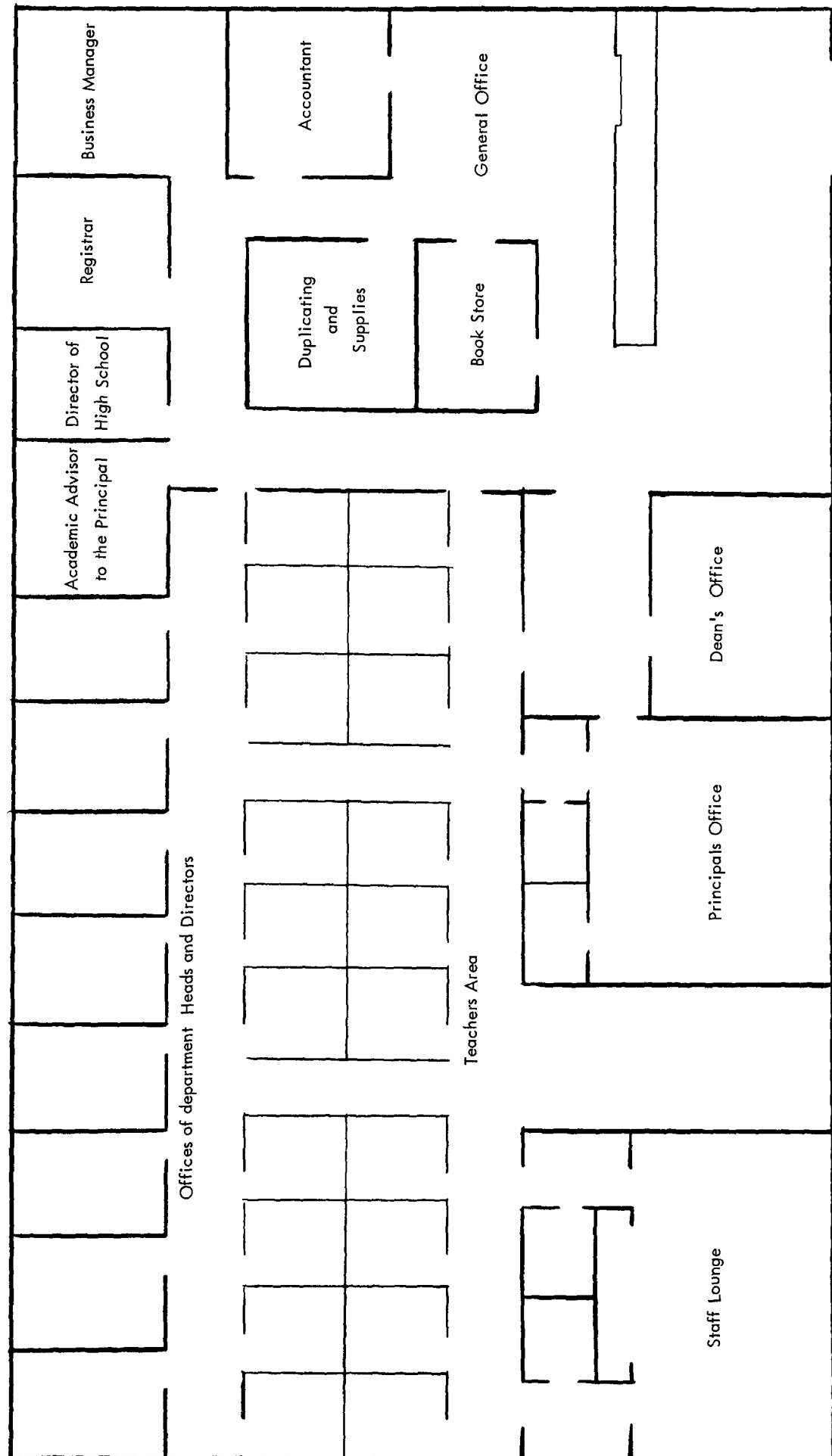
Seventh Avenue

Eleventh Street S.W.

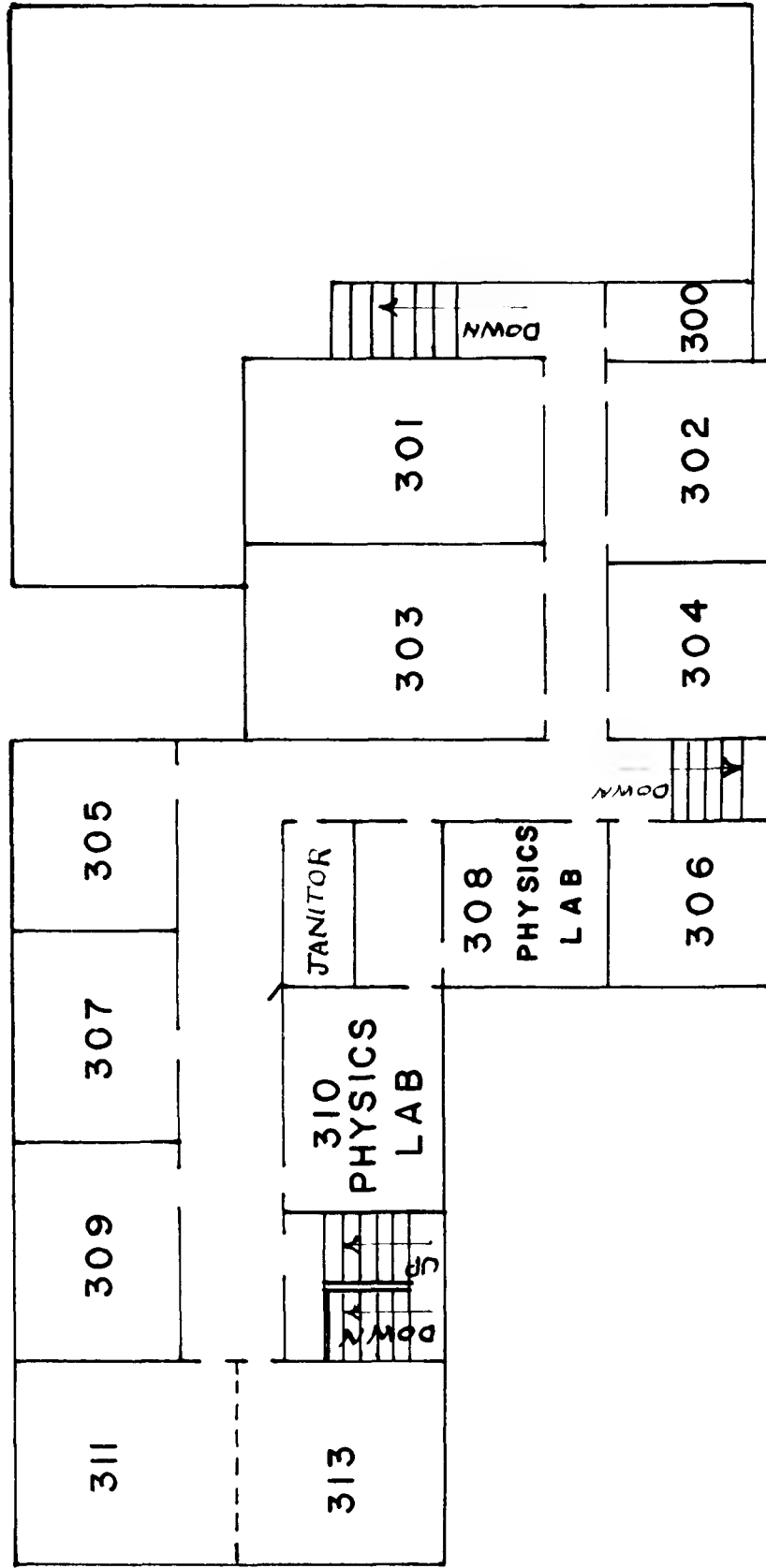


Lane

2. MOUNT ROYAL COLLEGE ADMINISTRATIVE OFFICE AREA



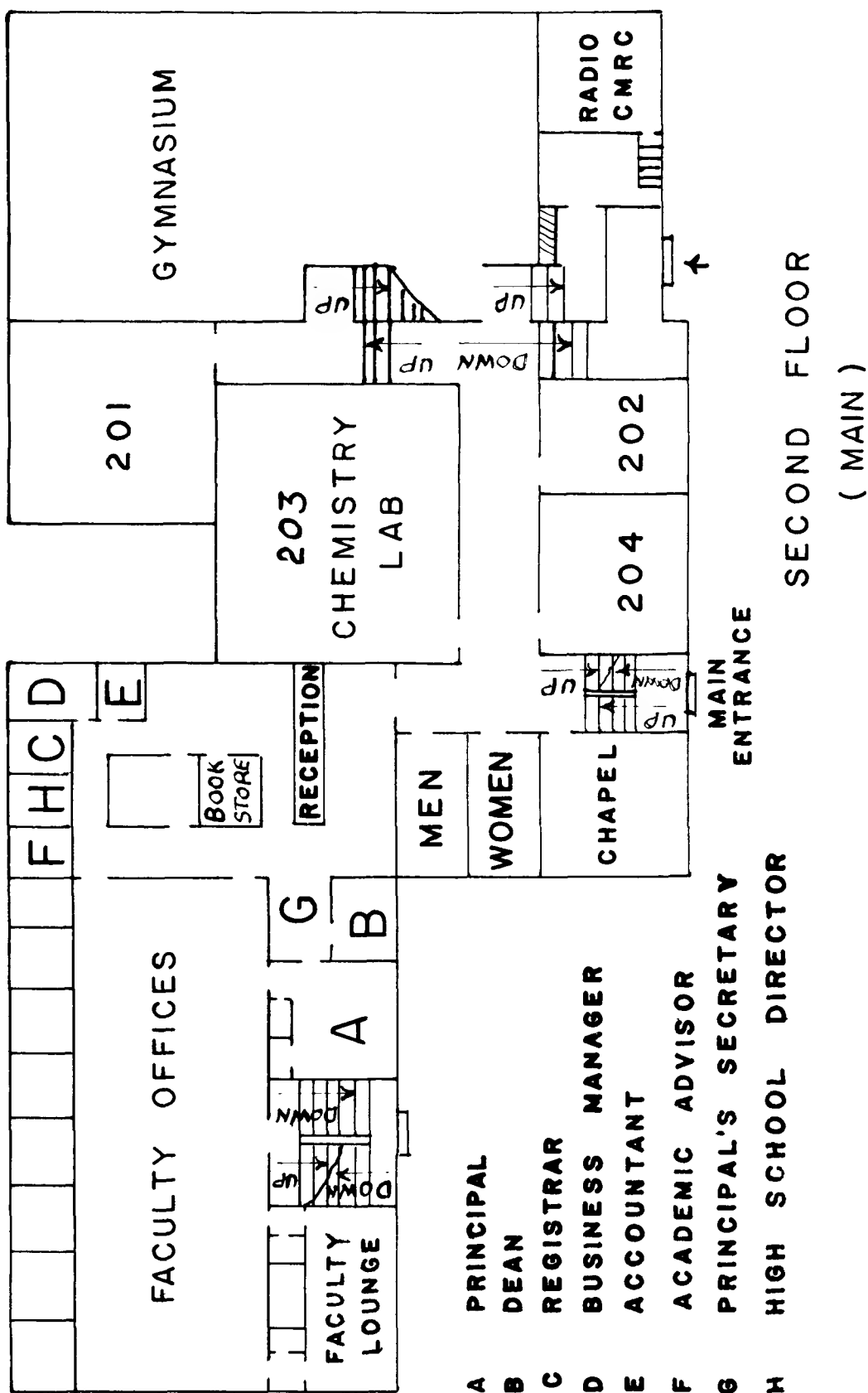
3. PLAN OF CLASSROOM, LABORATORY, AND LIBRARY SPACE

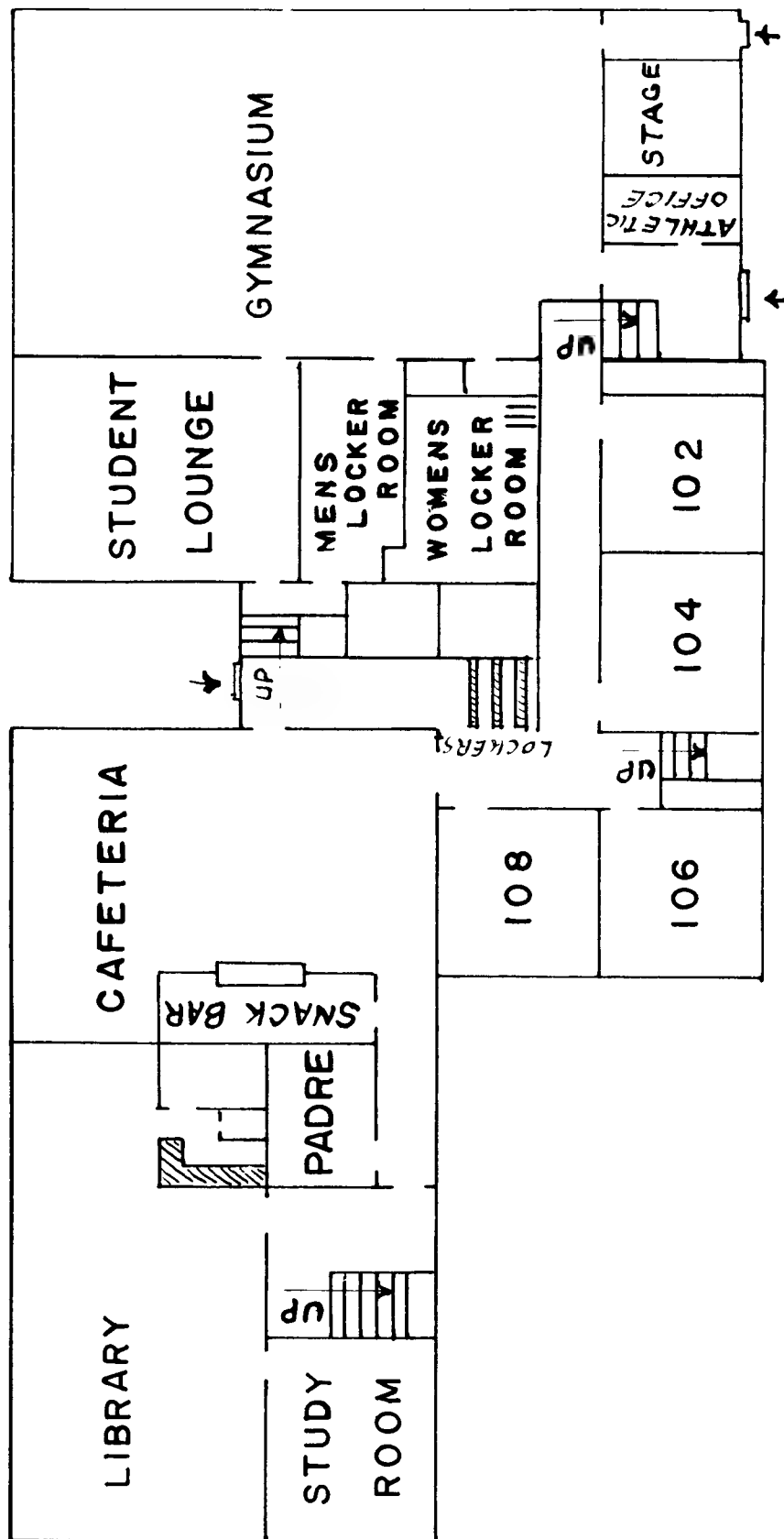


THIRD FLOOR

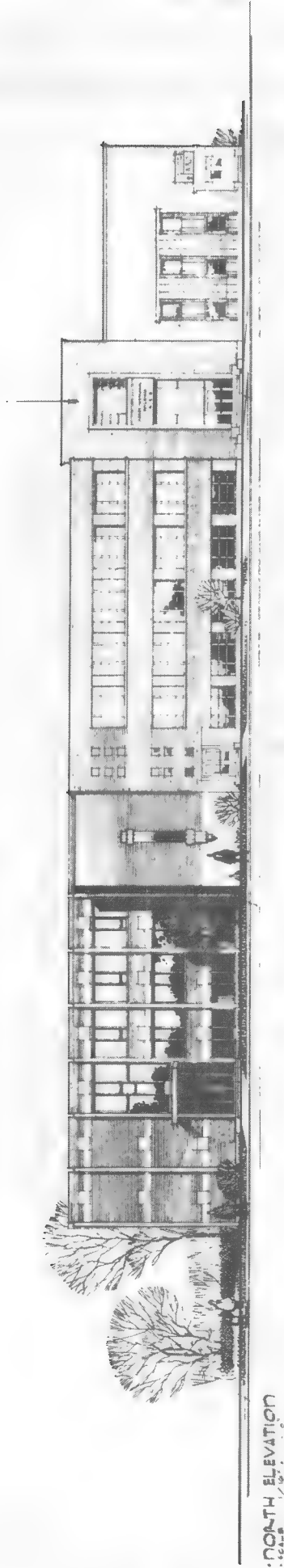
KERBY MEMORIAL BUILDING

MOUNT ROYAL COLLEGE



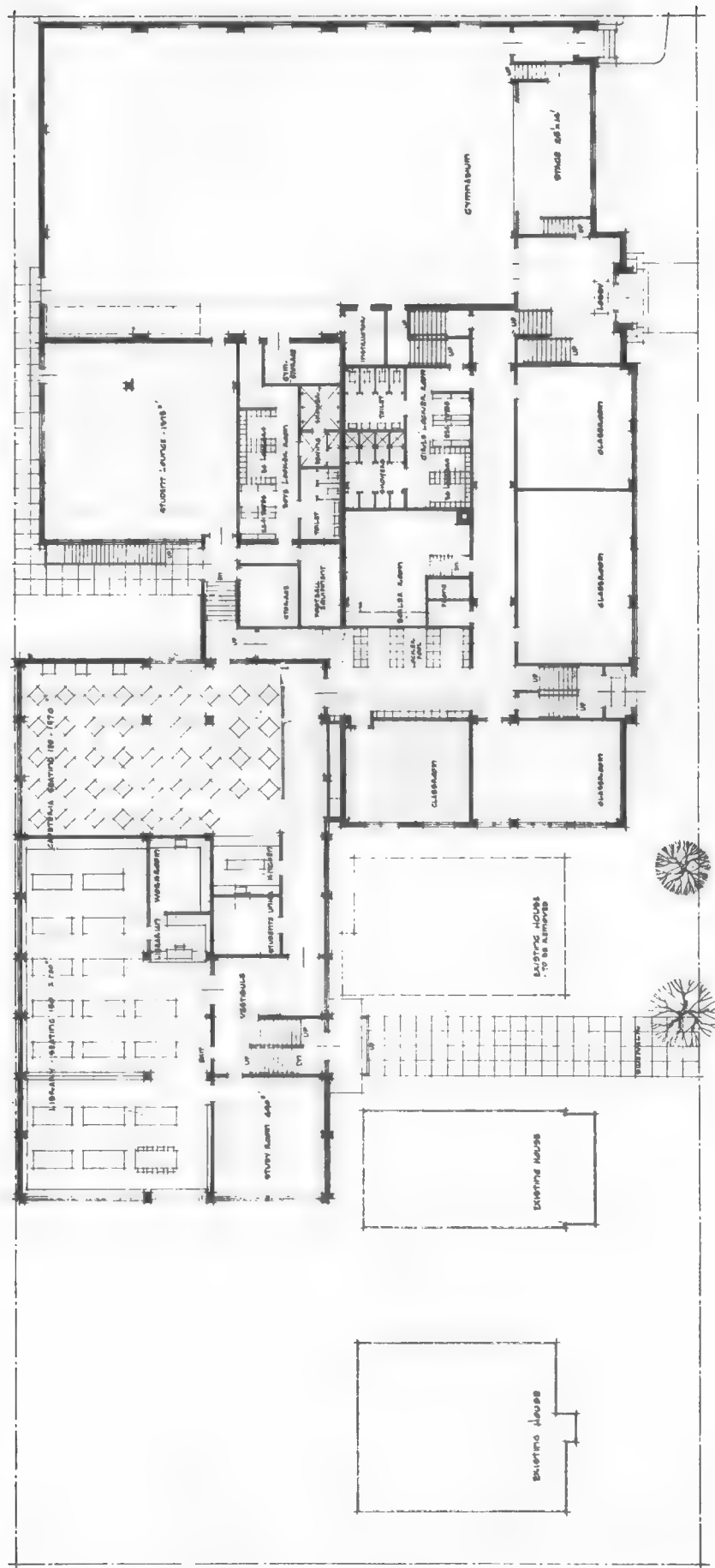


FIRST FLOOR
(BASEMENT)



PROPOSED ADDITION TO MOUNT ROYAL JUNIOR COLLEGE

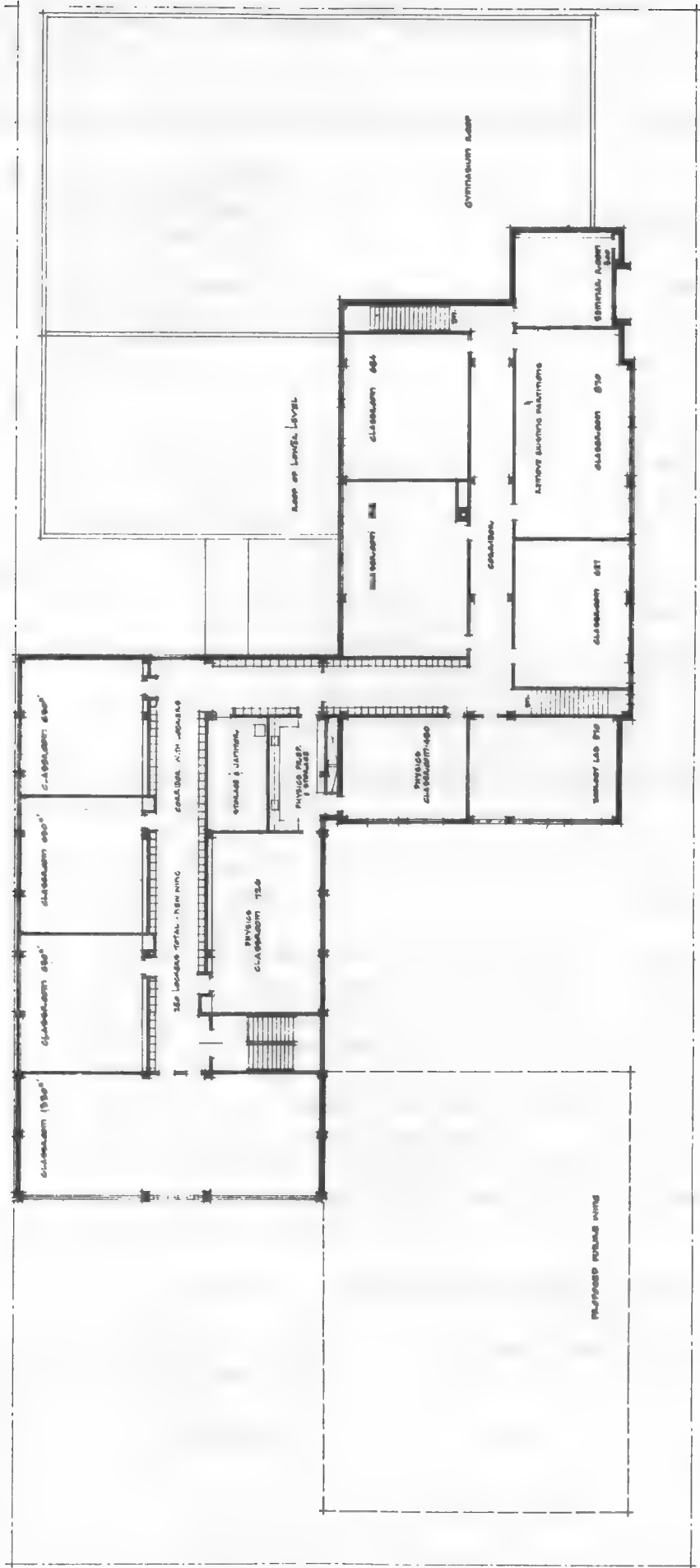
NORTH ELEVATION
1/8" = 1'-0"



11TH AVENUE WEST

PROPOSED ADDITION TO MOUNT ROYAL JUNIOR COLLEGE

BASEMENT FLOOR PLAN
SCALE: 1/4" = 1'-0"



PROPOSED ADDITION TO MOUNT ROYAL JUNIOR COLLEGE

SECOND FLOOR PLAN
SCALE: 1/8" = 1'-0"

- (e) Lack of campus, grounds, playing fields, and student car parking facilities are detrimental to the public image of the College, student morale and athletic accomplishment.
- (f) Residence students are being housed in six different buildings making supervision difficult. Most of the residence facilities are very old and most of the furnishings old and inadequate.
- (g) Dining Room and Kitchen furnishings and equipment are new and good quality, but the space of both areas is designed for half the number of students presently being served.
- (h) Student Union facilities are housed in make-shift accomodation, and Students' offices, Board Room and Lounge are in separate buildings.
- (i) Office space is too crowded in all areas.

The teacher office space is now at full capacity.

The general office area is badly overcrowded. There is a common reception and switchboard area but the Registrar's office staff and Business Office Staff are not separated into individual areas.

The Academic stenographic staff is located within the General office area and not set up separately with their own duplicating services.

The Book Store is badly overcrowded and needs expansion to four times its size or more.

The School supply section should be removed from the Snack Bar and added to an expanded Book Store.

- (j) A central service area is needed at ground level for receiving and storage of paper products , cleaning supplies, etc.
 - (k) An enlarged Maintenance Shop is needed to permit more storage of materials (thus enabling larger and more advantageous purchases) and give the staff better space for building bookcases, cabinets, tables, etc.
6. Contemplated additions to or changes in the existing plant (Suggested by Business Manager). None are in the planning stage at present, but many are needed. Lack of funds is the main cause of inactivity.

Specific Needs:

- (a) New wing on east end of Kerby Memorial Building.

- (b) New Boys' Residence.
- (c) New Girls' Residence.
- (d) New Food Services Building.
- (e) New Conservatory of Music.
- (f) New Gymnasium Building (present one can be used for Auditorium purposes)
- (g) Students Union Building.
- (h) Re-organization of office area.
- (i) Enlarged Day students Snack Bar. If Library were moved to new east wing of Kerby Memorial, the present Library could become additional Snack Bar area, with proper kitchen facilities, and cafeteria service between two sections of the Snack Bar.

7. Organization and nature of the administration of plant maintenance program, including training and experience of maintenance personnel.

The maintenance man and four caretakers are responsible to the Business Manager. In addition, a maintenance helper is responsible to the maintenance man. The Matron is also responsible to the Business Manager for the caretaking of the Residence Buildings by four cleaning maids.

The four caretakers are responsible for cleaning the Kerby Memorial Building - one on day shift and three on night shift. Copies of their work programs are attached. These caretakers have now been with Mount Royal College for three years. They had no previous caretaking experience, with the exception of one, who had boiler experience and this man is in charge of the boilers and all mechanical equipment, and does a twice-a-night security check of the residence building. The maintenance man has been with Mount Royal four years and is a skilled carpenter and a good all-round handyman. This man is an excellent workman, shows initiative and ideas in everything he does, and can assume responsibility and make sound decisions when called upon to do so.

The maintenance helper is a foundryman by trade but is a good

handyman. His duties come under the instruction of the maintenance man and he requires a fair amount of supervision.

The entire maintenance staff are good workers and co-operative. The maintenance man is just over 50 years of age, while the caretakers are in their late 50's and early 60's.

Salary range of the maintenance staff is as follows:

| | <u>Service</u> | <u>Monthly Salary</u> |
|------------------------|----------------|-----------------------|
| Maintenance man | 4 years | \$345.00 |
| Helper | 1 year | 250.00 |
| Caretaker (mechanical) | 3 years | 255.00 |
| | 3 years | 235.00 |

Younger, experienced caretakers, would have to be paid \$50 to \$100 per month higher than the above salaries, and the maintenance man and helper salaries would have to be higher accordingly.

The Kerby Memorial Building is well cleaned during the night, but understaffed during the day. The day and evening traffic is such that the building becomes very dusty and dirty through the day. One additional caretaker on day-early evening shift would provide a much cleaner building for late afternoon and evening classes.

CARETAKERS HOURS AND DUTIES

SHIFT A

| | |
|--------------------|-------------------------|
| Monday to Thursday | 11:00 a.m. to 7:30 p.m. |
| Friday | 11:00 a.m. to 3:00 p.m. |
| Saturday | 8:00 a.m. to 4:30 p.m. |
| Sunday | Day off |

11:00 a.m. - Sweep and tidy up all halls, stairs, entrances, wash-rooms, clean glass in doors, polish brass etc.

1:30 p.m. - Clean up Snack Bar.

2:30 p.m. - Clean brushes and re-supply classrooms and laundry.

Tidy classrooms for evening classes.

Continue to check halls, stairs, entrances and Snack Bar.

Turn on Parking lot lights at dark.

Lock Counselling Centre at 6:00 p.m.

CARETAKERS HOURS AND DUTIES

SHIFT B

| | |
|--------------------|-------------------------|
| Monday to Thursday | 10:00 p.m. to 6:30 a.m. |
| Friday | 4:00 p.m. to 8:00 p.m. |
| Saturday | 3:30 p.m. to 12:00 p.m. |
| Sunday | Day off |

Daily - Clean Gymnasium
Clean Students' Lounge
Clean 1st Floor Washrooms.

Washroom floors, sinks, toilet bowls and urinals must be washed daily.

Toilet cubicle walls are wiped weekly.

Daily - All Classrooms ..
Wipe Blackboards
Empty wastebaskets
Service with brushes and chalk
Sweep floors and dust furniture and shelves in classrooms
as follows:-

MONDAY, WEDNESDAY and FRIDAY

| | | | |
|-------------------------------|-----|-----|-----|
| Radio studio and control room | | | |
| Entry to above | | | |
| Rooms - | 201 | 305 | 313 |
| | 202 | 307 | 310 |
| | 204 | 309 | |
| | 203 | 311 | |

TUESDAY, THURSDAY and SATURDAY

| | | | |
|---------|-----|-----|-----|
| Rooms - | 102 | 300 | 308 |
| | 104 | 302 | 301 |
| | 106 | 304 | 303 |
| | 108 | 306 | |

On Saturday nights this shift must check and lock Residence Building at end of shift.

On Fridays this shift must lock the Counselling Centre at 6:00 p.m.

Turn on Parking lights Friday and Saturday at dark.

CARETAKERS HOURS AND DUTIES

SHIFT C

| | |
|--------------------|-------------------------|
| Monday to Thursday | 10:00 p.m. to 6:30 a.m. |
| Friday | 6:00 p.m. to 10:00 p.m. |
| Saturday | Day off |
| Sunday | 3:30 p.m. to 12:00 p.m. |

Clean 3rd Floor Corridors
 East Stairs complete
 Middle and West stairs , 3rd Floor and 2nd Floor
 Office and Faculty Floor, including office area, toilets
 and staff lounge
 2nd Floor Washroom
 Library

Assist D. Shift when washing and waxing corridors.

Washroom floors, sinks, toilet bowls and urinals must be washed daily.

Toilet cubicle walls must be wiped weekly.

On Sunday nights this shift must check and lock Residence Building at end of shift.

Turn on Parking Lot lights Sunday at dark.

SHIFT D

| | |
|--------------------|-------------------------|
| Monday to Thursday | 10:00 p.m. to 6:30 a.m. |
| Friday | 9:00 p.m. to 1:00 a.m. |
| Saturday | Day Off |
| Sunday | 8:00 a.m. to 4:30 p.m. |

Wash floor and tables at Snack Bar daily.

Clean - 2nd Floor Corridor
 3rd Floor Corridor
 West and Middle stairs, 2nd floor to 1st floor
 West entrance and centre entrance
 Gymnasium office
 Chaplain's office

Lock Residence Building at 11:15 p.m.

Check Residence Building at 2:00 a.m. and 4:00 a.m.

Shift D ---

Check Residence Building as follows:

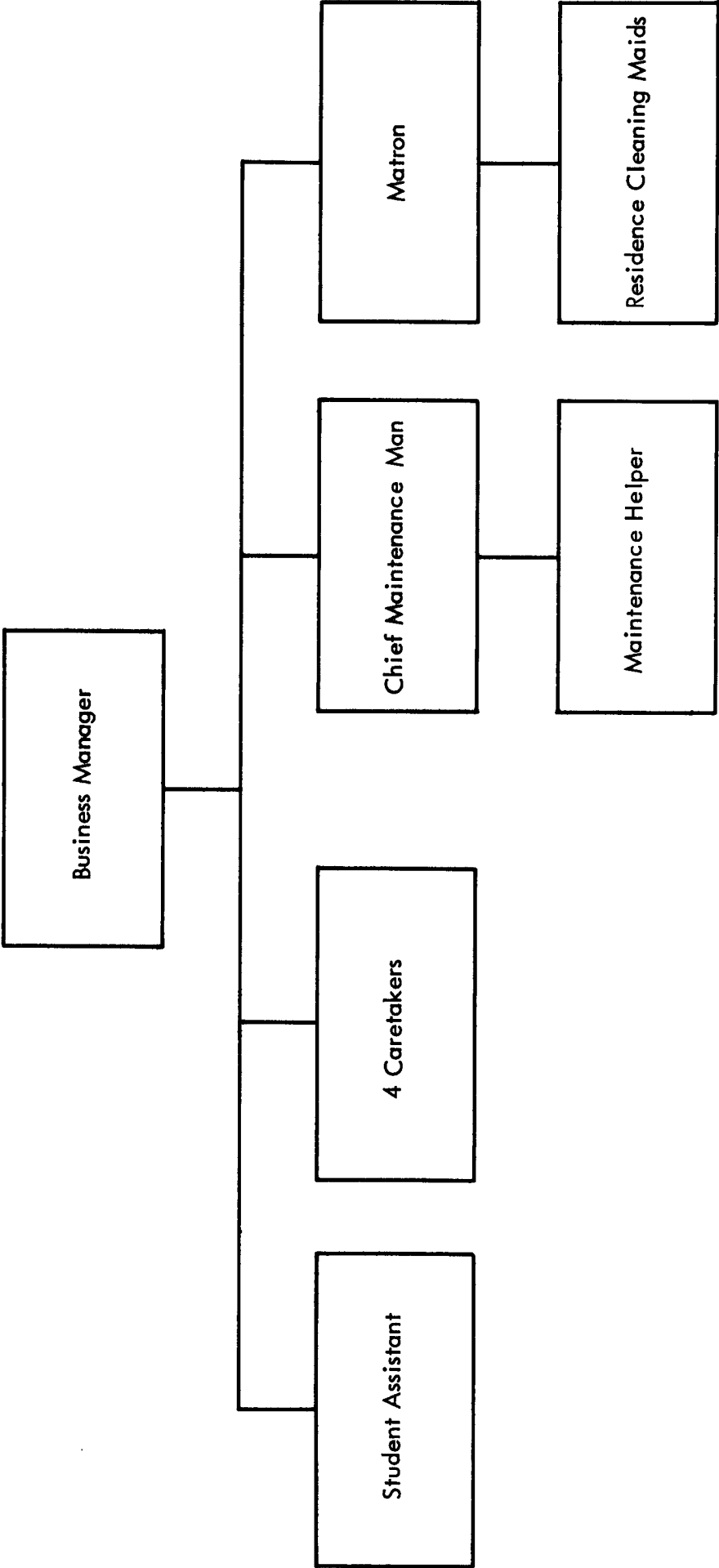
11:00 p.m. Lock all outside doors

Check following points in residence building for security and fire:

Boys' Lounge,
Kitchen staff rooms and washrooms
Classrooms 4-5-6
Music Studios 9-8-7-6-5-1-2-3-1A-4
Classroom 8
Boiler room (fill with water)
Music room
Laundry
Girls' and boys' washrooms
Studio 17-18-19-20-21
Studio 10-11-12-13-14-16
Stairs to Auditorium and back stage

Kitchen from lane entrance
(a little heat on stoves is normal)

MAINTENANCE ORGANIZATION CHART



DATA SHEET #IV

MATERIALS AND EQUIPMENT

Items of laboratory equipment, instructional facilities , furnishings and expenditures therefor will be considered here in terms of adequacy in meeting institutional needs.

1. Estimated present value of science laboratory and other institutional equipment by subject as follows:

| <u>ITEM</u> | <u>VALUE</u> |
|--|--------------|
| (a) Science laboratory equipment | _____ |
| (b) Secretarial School equipment | _____ |
| (c) Business development program equipment | _____ |
| (d) Audio-Visual equipment | _____ |
| (e) Radio-T. V. equipment | _____ |
| (f) Physical Education | _____ |
| (g) Music | _____ |

2. A statement of expenditures for equipment for each subject field for the last three years. (Use different classification than "subject field" if convenient. Do not include library equipment. It will be covered on another data sheet devoted to library.)
3. Total expenditures for instructional supplies for each of the last three years.
Classify if possible, (but not in detail).

4. List what Audio-Visual equipment is presently available for instructional purposes and provide an estimate of value.

| <u>ITEM</u> | <u>VALUE</u> |
|-------------|--------------|
| (a) _____ | _____ |
| (b) _____ | _____ |
| (c) _____ | _____ |
| (d) _____ | _____ |
| (e) _____ | _____ |
| (f) _____ | _____ |
| (g) _____ | _____ |
| (h) _____ | _____ |

NOTE: Please place information for each question on a separate sheet of paper.

1. Estimated present value of science laboratory and other institutional equipment:

| <u>ITEM</u> | <u>VALUE</u> |
|--|--------------|
| (a) Science laboratory equipment | \$ 8,795.00 |
| (b) Secretarial school equipment | 4,415.00 |
| (c) Business development program equipment | - |
| (d) Audio-Visual equipment | 4,390.00 |
| (e) Radio T.V. equipment | 1,000.00 |
| (f) Physical education equipment | 2,000.00 |
| (g) Musical instruments, etc. | 15,000.00 |

2(a). EXPENDITURES SCIENCE LABORATORY EQUIPMENT

| | <u>60-61</u> | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|-----------------------|-----------------|-----------------|---------------|-----------------|
| Microscopes | 841.65 | 1,032.00 | | |
| Sundry Lab. equipment | <u>674.97</u> | <u>527.34</u> | <u>214.38</u> | |
| | <u>1,516.62</u> | <u>1,559.34</u> | <u>214.38</u> | <u>3,290.34</u> |

(b) EXPENDITURES SECRETARIAL SCHOOL EQUIPMENT

| | <u>60-61</u> | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|-----------------|---------------|-----------------|-----------------|
| | <u>1,195.50</u> | <u>580.00</u> | <u>1,277.95</u> | <u>3,053.45</u> |

(c) EXPENDITURES BUSINESS DEVELOPMENT PROGRAM EQUIPMENT

Nil

(d) EXPENDITURES AUDIO-VISUAL EQUIPMENT

| | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|---------------|---------------|-----------------|
| | <u>677.05</u> | <u>648.20</u> | <u>1,325.25</u> |

(e) EXPENDITURES RADIO-T. V. EQUIPMENT

| | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|-----------------|-----------------|-----------------|
| | <u>1,849.05</u> | <u>1,738.53</u> | <u>3,587.58</u> |

(f) EXPENDITURES PHYSICAL EDUCATION EQUIPMENT

| | <u>60-61</u> | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|---------------|--------------|-----------------|-----------------|
| | <u>209.97</u> | <u>86.25</u> | <u>1,133.00</u> | <u>1,429.22</u> |

(g) EXPENDITURES MUSICAL INSTRUMENTS

| | <u>60-61</u> | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|---------------|---------------|---------------|-----------------|
| | <u>325.00</u> | <u>845.72</u> | <u>406.07</u> | <u>1,576.79</u> |

(h) EXPENDITURES FURNISHINGS - CLASSROOMS - LABORATORIES

| | <u>60-61</u> | <u>61-62</u> | <u>62-63</u> | <u>TOTAL</u> |
|--|---------------|------------------|-----------------|------------------|
| | <u>958.11</u> | <u>13,719.89</u> | <u>2,892.87</u> | <u>17,570.87</u> |

3. EXPENDITURES FOR INSTRUCTIONAL SUPPLIES

| | 60-61 | 61-62 | 62-63 | TOTAL |
|----------------------|-----------------|-----------------|-----------------|-----------------|
| Science laboratories | 930.92 | 1,325.92 | 1,026.15 | 3,282.99 |
| Text Books | 498.39 | 505.26 | 522.43 | 1,526.08 |
| Audio-Visual | 228.63 | 413.27 | 513.78 | 1,155.68 |
| Sundry | 349.18 | 638.25 | 822.69 | 1,810.12 |
| | <u>2,007.12</u> | <u>2,882.70</u> | <u>2,885.05</u> | <u>7,774.87</u> |

4. Audio-Visual equipment presently available for instructional purposes, with estimate of value:

| <u>ITEM</u> | <u>VALUE</u> |
|--|-----------------|
| (a) 1 Bell & Howell 16 mm Projector | 800.00 |
| (b) 1 Viewlex slide & filmstrip projector | 25.00 |
| (c) 1 Newcombe record player & sound system | 250.00 |
| (d) 1 Microphone (Astatic) | 30.00 |
| (e) 1 Film (10 min. b & w)"Medieval World" | 55.00 |
| (f) 1 Admiral portable TV | 150.00 |
| (g) 3 Min-Max "teaching machines" course in Algebra | 225.00 |
| (h) Records - "I Can Hear It Now" (4 sides)) | |
| "Shakespeare & Soul of an Age") | |
| "Keats & Shelley") | |
| "Hamlet" (4 sides)) | 40.00 |
| "New First Year French") | |
| "Forms of Poetry") | |
| (i) Filmstrips for Social Studies and Biology | |
| (j) 3 "Globes" | 60.00 |
| * (k) 1 Radio Station including 2 tape recorders | 1,000.00 |
| (l) 1 Language Laboratory | 2,000.00 |
| (m) 1 Sony Tape recorder for High School | 175.00 |
| * (n) 1 Sony Tape recorder for Secretarial School | 175.00 |
| (o) 2 Record Players | 80.00 |
| (p) 1 Overhead projector | 500.00 |
| | <u>5,565.00</u> |
| * included in Radio TV equipment (deduct 1,000.00) (1-e) | |
| ** included in Secretarial School (deduct 175.00) (1-b) | |
| balance as in 1 - d | 4,390.00 |

THE LIBRARY

The library will be studied as to its adequacy in meeting the needs of students, faculty and the program of the institution whether on or off the campus. The several criteria employed in such rating will be concerned with library holdings, operational support, and actual extent of utilization. Balance with respect to books of reference, periodicals, collections in general and special fields, recency of publications, arrangement of library, rooms, cataloging, the library staff, salaries, expenditures, and administration are all matters affecting the merit of an institution in this field.

Please report on the following items, using a separate sheet for each item.

1. Total volumes owned, by major classifications.
2. Total volumes accessioned, by classifications, for each of the last three years.
3. Total obsolete volumes, discarded, by classifications, for each of the last three years.
4. Total periodicals received - by subscription, on exchange, or as gifts.
5. Library expenditures for each of the past three years for:

| | 1960-61 | 1961-62 | 1962-63 |
|------------------------------------|---------|---------|---------|
| (a) Books, periodicals and binding | _____ | _____ | _____ |
| (b) Supplies and miscellaneous | _____ | _____ | _____ |
| (c) Salaries and wages | _____ | _____ | _____ |
| (d) Physical equipment | _____ | _____ | _____ |
| Totals: | ===== | ===== | ===== |

6. Names of library staff members, giving for each the hours worked per week, duties, salary, academic degrees, and special library training.
7. The extent and method of instruction given students regarding the library and its use.
8. Evidence as to the extent of the use of the library by students, with particular reference to "free" (outside the library) loans.
9. Ways and means employed in serving the faculty and administration in its use of the library.

10. Evidence of the extent of use of the library by faculty and administration for class reference and for personal purposes.
11. Annual number of inter-library loans made to and from the library.
12. Nature and extent of audio-visual services provided.
13. Policies followed with regard to handling reserve lists.
14. Policies followed in determining additions to be made to library holdings.
15. Recent improvements in the library housing, facilities and service
16. A copy of the current library book order card.

DATA SHEET V THE LIBRARY (1 - 3)

| CATEGORIES | Books Accessed 1960/61 | Books Accessed 1961/62 | Books Accessed 1962/63 | Total Vols. Owned to June 30/63 | Books Added Since June /63 | Total Vols. Owned on Jan. 15 1964 |
|--|------------------------------|------------------------------|------------------------------|---------------------------------------|-------------------------------------|--|
| <u>000-099 GENERAL WORKS</u> | | | | | | |
| 000-099 General Works | | | | | | |
| 010-019 Bibliography | 12* | 12 | 12 | 43 | 8 | 51 |
| | (Canadiana) | | | | | |
| 020-029 Library Science | | 2 | 2 | 19 | 6 | 25 |
| 030-039 General Encyclopedia | | 21 | | 246 | 27 | 273 |
| 040-049 Gen.Collected Essays | | | | | | |
| 050-059 Gen.Periodicals (for periodicals see #4) | | | | | | |
| 060-069 Gen.Societies | | 2 | | 3 | 19 | 22 |
| 070-079 Newspaper Journalism | | 1 | | 3 | 2 | 5 |
| 080-089 Collected Works | | | | | | |
| 090-099 Manuscripts | | | | | | |
| | 12 | 38 | 14 | 314 | 62 | 376 |
| <u>100-199 PHILOSOPHY</u> | | | | | | |
| 100-109 Philosophy | | | 3 | 4 | | 4 |
| 110-119 Metaphysics | | 1 | | 1 | | 1 |
| 120-129 Metaphysical Theories | | 1 | | 2 | | 2 |
| 130-139 Branches of Psychology ¹⁰ | | 13 | | 32 | 15 | 47 |
| 140-149 Philosophical Topics | | | | 3 | 2 | 5 |
| 150-159 General Psychology | 15 | 12 | 1 | 56 | 13 | 69 |
| 160-169 Logic | | | | 4 | 1 | 5 |
| 170-179 Ethics | 3 | 3 | | 21 | 10 | 31 |
| 180-189 Ancient & Medieval | | | | 2 | | 2 |
| 190-199 Modern Philosophy | | | | 6 | 2 | 8 |
| | 28 | 29 | 4 | 131 | 43 | 174 |

* Canadiana numbers were tabulated for only the last three years. We have five years of back numbers (60 issues)

| CATEGORIES | Books Accessed 1960-61 | Books Accessed 1961-62 | Books Accessed 1962-63 | Total Owned to June 30 1963 | Books Added Since June/63 | Total Vols. Owned on Jan.15/64 |
|--|------------------------------|------------------------------|------------------------------|--------------------------------------|------------------------------------|--------------------------------------|
| <u>200-299 RELIGION</u> | | | | | | |
| 200-209 Religion | | | 21 | 34 | 20 | 54 |
| 210-219 Natural Theology | | | | 2 | 3 | 5 |
| 220-229 Bible | 2 | 5 | | 31 | 41 | 72 |
| 230-239 Doctrinal Theology | | 1 | | 7 | 22 | 29 |
| 240-249 Devotional & Practical | | | | 12 | 5 | 17 |
| 250-259 Pastoral Theology | | | | 1 | 2 | 3 |
| 260-269 Christian Church | | | | 3 | 8 | 11 |
| 270-279 Christian Church History | | | | 2 | 1 | 3 |
| 280-289 Christian Churches & Sects. | | 1 | | 5 | 2 | 7 |
| 290-299 Other Religions | | | | 14 | 2 | 16 |
| | 2 | 7 | 21 | <u>111</u> | 106 | 217 |
| <u>300-399 Social Sciences</u> | | | | | | |
| 300-309 Social Sciences | 5 | 6 | 42 | 72 | 17 | 89 |
| 310-319 Statistics | 5 | 8 | | 63 | 26 | 89 |
| 320-329 Political Science | | 8 | 6 | 37 | 6 | 43 |
| 330-339 Economics | 7 | 18 | 34 | 220 | 14 | 234 |
| 340-349 Law | 1 | 2 | | 53 | 4 | 57 |
| 350-359 Public Administration | 1 | 10 | 1 | 34 | 2 | 36 |
| 360-369 Social Welfare | 3 | 3 | | 28 | 3 | 31 |
| 370-379 Education | 1 | 7 | 4 | 65 | 19 | 84 |
| 380-389 Public Services & Utilities | | 4 | | 14 | 5 | 19 |
| 390-399 Customs & Folklore | | 2 | | 9 | 3 | 12 |
| | 23 | 68 | 87 | <u>595</u> | 99 | 694 |

| CATEGORIES | Books Accessed 1960-61 | Books Accessed 1961-62 | Books Accessed 1962-63 | Total Vols. Owned to June 30/63 | Books Added Since June/63 | Total Vols. Owned on Jan.15/64 |
|---------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|------------------------------------|--------------------------------------|
| <u>400-499 LANGUAGE</u> | | | | | | |
| 400-409 Language | 2 | | | 5 | | 5 |
| 410-419 Comparative Linguistics | | | | | | |
| 420-429 English | 1 | | 3 | 30 | 5 | 35 |
| 430-439 German | | 1 | | 8 | 3 | 11 |
| 440-449 French | 1 | 5 | 4 | 66 | 4 | 70 |
| 450-459 Italian | | 1 | | 1 | 3 | 4 |
| 460-469 Spanish | | | | | | |
| 470-479 Latin | | 2 | | 17 | 1 | 18 |
| 480-489 Greek | | | | 14 | 1 | 15 |
| 490-499 Other Languages | | | | | | |
| | 4 | 9 | 7 | <u>141</u> | 17 | 158 |
| <u>500-599 PURE SCIENCES</u> | | | | | | |
| 500-509 Pure Sciences | 2 | 5 | 3 | 32 | | 32 |
| 510-519 Mathematics | 3 | 9 | 3 | 74 | 32 | 106 |
| 520-529 Astronomy & Allied Scs. | | 5 | | 10 | | 10 |
| 530-539 Physics | 8 | 15 | 21 | 59 | 10 | 69 |
| 540-549 Chemistry | | 6 | 19 | 116 | 24 | 140 |
| 550-559 Earth Sciences | 9 | 17 | 29 | 72 | 24 | 96 |
| 560-569 Paleontology | | | 2 | 4 | | 4 |
| 570-579 Anthropology & Biology | | 1 | 3 | 31 | 4 | 35 |
| 580-589 Botanical Sciences | | | | 5 | | 5 |
| 590-599 Zoological Sciences | 1 | 3 | 39 | 43 | 6 | 49 |
| | 23 | 61 | 119 | <u>446</u> | 100 | 546 |

| CATEGORIES | Books Accessed 1960-61 | Books Accessed 1961-62 | Books Accessed 1962-63 | Total Vols. Owned to June 30/63 | Books Added since June/63 | Total Vols. Owned on Jan. 15/64 |
|--------------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| <u>600-699 TECHNOLOGY</u> | | | | | | |
| 600-609 Technology | | | | | | |
| 610-619 Medical Sciences | 2 | 2 | 1 | 21 | 2 | 23 |
| 620-629 Engineering | 3 | 8 | 2 | 27 | 4 | 31 |
| 630-639 Agriculture | | | | 8 | | 8 |
| 640-649 Home Economics | | | | | | |
| 650-659 Business | 14 | 45 | 124 | 183 | 63 | 246 |
| 660-669 Chemical Technology | | | | 9 | | 9 |
| 670-679 Manufactures | | | | | | |
| 680-689 Other Manufactures | | | | | | |
| 690-699 Building Construction | 19 | 55 | 127 | <u>248</u> | 69 | 317 |
| <u>700-799 THE ARTS</u> | | | | | | |
| 700-709 The Arts | | 1 | | 5 | 2 | 7 |
| 710-719 Landscape & Civic Art | | | | 2 | | 2 |
| 720-729 Architecture | | 1 | | 3 | 2 | 5 |
| 730-739 Sculpture | | | | | | |
| 740-749 Drawing & Decorative Arts | 1 | 2 | | 6 | 7 | 13 |
| 750-759 Painting | | | | 2 | 1 | 3 |
| 760-769 Prints & Print Making | | | | | | |
| 770-779 Photography | 1 | | | 3 | | 3 |
| 780-789 Music | | 7 | 10 | 33 | 2 | 35 |
| 790-799 Recreation | 1 | 2 | 1 | 17 | 14 | 31 |
| | 3 | 13 | 11 | <u>71</u> | 28 | 99 |

| CATEGORIES | Books Accessed 1960-61 | Books Accessed 1961-62 | Books Accessed 1962-63 | Total Vols. Owned to June 30/63 | Books Added Since June/63 | Total Vols. Owned on Jan.15/64 |
|----------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|------------------------------------|--------------------------------------|
| <u>800-899 LITERATURE</u> | | | | | | |
| 800-809 Literature | 7 | 25 | 77 | 328 | 52 | 380 |
| 810-819 American Lit. | 44 | 70 | 68 | 344 | 46 | 390 |
| 820-829 English Lit. | 60 | 74 | 42 | 946 | 173 | 1119 |
| 830-839 German Lit. | 2 | 3 | | 46 | | 46 |
| 840-849 French Lit. | 5 | 48 | 20 | 221 | 5 | 226 |
| 850-859 Italian Lit. | 1 | 1 | | 8 | | 8 |
| 860-869 Spanish Lit. | 1 | | | 3 | | 3 |
| 870-879 Latin Lit. | | | 1 | 88 | 6 | 94 |
| 880-889 Greek Lit. | 4 | 2 | 2 | 43 | 1 | 44 |
| 890-899 Other Lit. | 1 | 1 | | 26 | 1 | 27 |
| <u>900-999 HISTORY</u> | 125 | 224 | 210 | <u>2053</u> | 284 | 2337 |
| 900-909 History | 3 | 2 | 34 | 79 | 11 | 90 |
| 910-919 Geography, Travels | 3 | 3 | 5 | 97 | 24 | 121 |
| 920-929 Biography | 28 | 42 | 20 | 346 | 28 | 374 |
| 930-939 Ancient History | | 1 | 7 | 46 | 2 | 48 |
| 940-949 Europe | 1 | 5 | | 188 | 4 | 192 |
| 950-959 Asia | | 1 | | 14 | | 14 |
| 960-969 Africa | | | | 1 | 1 | 2 |
| 970-979 North America | | 3 | | 50 | 42 | 92 |
| 980-989 South America | | 4 | | 7 | | 7 |
| 990-999 Pacific Ocean Isl. | | | | | | |
| | 35 | 61 | 66 | <u>844</u> | 112 | 956 |
| GRAND TOTALS | <u>274</u> | <u>565</u> | <u>666</u> | <u>4954</u> | <u>920</u> | <u>5874</u> |

3. Total of 693 books discarded or lost since 1931, when library was founded.

4. Total periodicals received by subscription, on exchange or as gifts in 1962-63 - 142.

There are also about 1,000 back copies and bound magazines.

5. Library expenditures for each of the past three years for:

| | <u>1960-61</u> | <u>1961-62</u> | <u>1962-63</u> |
|------------------------------------|----------------|----------------|----------------|
| (a) Books, periodicals and binding | \$1053.17 | \$1454.62 | \$2684.49 |
| (b) Supplies and miscellaneous | 100.00 | 200.00 | 150.00 |
| (c) Salaries and wages | 900.00 | 3784.42 | 5081.17 |
| (d) Physical equipment | - | 1983.65* | 227.35 |
| Totals | \$2053.17 | \$7422.69 | \$8143.01 |

* includes furnishings of new library area.

6. Names of library staff members, hours worked per week, duties, salary, academic degree and special library training.

Mary Katharine Willmott - Teacher-librarian

- (1) 22 hours per week on duty in library and classroom - 15 hours of this in library outside work typing catalogue cards and reports, buying books.
- (2) Duties: charging desk duties,
all accessioning except final mechanics,
helping students and staff locate materials,
taking charge of all materials received in library, scanning
book advertisements and placing them in appropriate teachers' boxes,
arrangement of books and magazines in proper order on shelves and maintaining it,
keeping budgets for all junior college and high school departments,
instructing classes and individuals in the use of the library,
culling appropriate materials from donated collections (requires reading, research)
making library reports to Board of Governors, Dept. of Statistics, Dr. R. N. Anderson, 1964,
attend library meetings, conventions, other libraries,
gather materials and ideas for improving library,
prepare library section of Student Handbook, give library talk to staff,
train Library-Clerical students in their lab periods on library procedures.

- (3) Salary: \$6700, of which two-thirds is credited to library, one-third to teaching.
- (4) Academic degrees: B. A., Ohio Wesleyan University, M. A. Teachers College, Columbia, in Teaching of English.
- (5) Training apprenticeship for a few days in 1954 to Mrs. Thornton, then the librarian of much smaller library; attended Calgary librarians' meetings, Edmonton ALA Convention; gathered and studied books, materials, ALA and CLA magazines to learn library science; attended MRJC Library Science classes under Mrs. Halstead, Mrs. Vincent, Mr. Coleman, and invited guests from city libraries; ten years' experience in MRJC library.

Agnes Amelia Pitt - assistant librarian

- (1) 12 hours a week (est.) 3 of these donated November to June (1962-3) (austerity program) (at present time, 1963-4, 24 hours a week)
- (2) charging desk duties, helping locate materials, has charge of magazine room and magazine subscriptions and budget, mends books, and does all white-ink work on backs, files catalogue cards.
- (3) Salary - \$630. (est) (austerity program) ; in 1963-64, \$1750.00 (est)
- (4) no degree.
- (5) short course in library work several years ago, worked four years in Claresholm Public Library, two years in MRJC library.

Clara Kathleen Tyson - assistant librarian

- (1) 9 hours a week (est) (austerity program) (at present time, 1963-4, 25 hours a week)
- (2) Duties: charging desk duties, helping locate materials, has charge of overdues and fines, types and inserts all book pockets, cards, slips, mends books, files catalogue cards.
- (3) Salary - \$630.00 (est) (austerity program) ; in 1963-64 \$1750.00 (est)
- (4) no degree.
- (5) helped build community library under Harry Newsome, accessing and charging out books, 3-4 years, two years in MRJC library.

Besides these two assistants, there were in 1962-3 four Library-Clerical students training in the library for two hours each week. Because of the austerity program in that year, the rest of the 77 hours a week (about half the total number of library hours) was filled in with teachers (about 20 altogether) each of whom was supposed to learn our library procedures in charging out books from general library shelves and Reserve. (This year, 1963-64 we have paid workers throughout).

7. Extent and method of instruction given students regarding the library and its use:

- (1) Simple instructions on use of MRJC library given in Student Handbook;
- (2) Grade XI sent into library for an hour's instruction by Librarian;
- (3) Librarian helps students understand use of library as they search for books;
- (4) Junior college course, Library Science 112 offered; required for Radio-TV 2 - year Diploma.

8. Evidence of extent of use of library by students, with particular reference to free (outside of library) loans.

| | |
|------------------------------------|------|
| Total books charged out in 1960-61 | 1196 |
| Total books charged out in 1961-62 | 2436 |
| Total books charged out in 1962-63 | 2975 |

This year a count has been kept from October 18 (when questionnaire was received) to the present (January 15) divided as inside (Reserve) and outside loans, as follows:

Reserve -- 273 Outside loans -- 1040 Total loans -- 1313

It will thus be seen that within this (probably typical) measure of time, the Reserve Loans constituted a little over 20% of the total loans.

9. Ways and Means employed in serving the faculty and administration in its use of the library:

- (1) A short talk on library rules and budget arrangements is usually given by Librarian to the staff at the fall conference.
- (2) Book advertisements are scanned and put into appropriate mail boxes of staff.
- (3) When books ordered by a teacher arrive and are accessioned, notice is sent out to him.
- (4) Books are put on Reserve for a teacher with his own reserve conditions attached. The Librarian is sometimes asked to estimate student use of Reserve Books.
- (5) Teachers are assisted in finding materials.
- (6) Extra services: There is the occasional special exam supervised
Personally subscribed-to Globe and Mail news-papers are distributed through the library to Business Administration students.

The Librarian has indicated a willingness for more consultation with teachers.

10. Evidence of extent of use of library by faculty and administration for class references and for personal purposes.

The staff has a card file of its own, and books are lent out to them for as long as needed.

At present, January 15, 1964, there are 118 books and magazines charged out in the teachers' file. The majority of these are for teaching or research purposes; there is the occasional book of biography or fiction for personal enjoyment.

The library staff reports that a very few teachers spend any time browsing or reading in the library.

11. In the last three years there have been only two inter-library loans made to our library.

12. Nature and extent of audio-visual services provided.

Our audio-visual equipment, usually kept in, and loaned out from, library, is as follows:

- (1) 1 movie projector and amplifier
- (2) 1 movie film: The Medieval Age
- (3) 1 film-strip and slide projector
- (4) 52 film strips (biology, social studies, religious)
- (5) 2 screens, one large, one small,
- (6) 1 microphone,
- (7) 3 record players,
- (8) 16 records (9 French, 6 English, 1 Business Administration)
- (9) 3 teaching machines with materials for algebra, physics, spelling, punctuation, grammar and Business Administration,

Outside the library there are the following:

- (1) a language study room equipped for tape recording and listening,
- (2) a machine for projecting teaching materials,
- (3) a tachistoscope for remedial reading.

13. Policies followed with regard to Reserve lists:

The Reserve Room contains books put there on order of any teacher. Most reserve books are used only in the library, or allowed out overnight (4:00 P.M. to 9:30 A.M. fine 25¢) But a teacher may make special reserve rules to suit special class needs. These rules are posted under his reserve shelf: some wish books never to be taken from the library; some allow them a three-day term. A few teachers lend their own books to the Reserve and separate charging-out slips are used for these. All reserve books are charged out on cards or slips, whether used in or out of library. Student must be accompanied by librarian to Reserve Room.

14. Policies followed in determining additions to be made to library holdings:

The Librarian is required to keep separate budget accounts for junior college and high school and these are further divided into department budgets. Teachers wishing to order books fill out a book order slip (sample attached) which must be signed by department head, and then submitted to Librarian for checking with budget, and then signature. Budgets are suggested to the administration by department heads and either authorized or altered . The sum of these makes up the total library budget. All book ordering from publishers is done by the college office, who receive the order slip. A copy is, of course, kept by librarian. (It is made out by the teacher in duplicate). This copy is checked when a new book is sent down (through office) to the library. The Librarian, in her capacity of English teacher as well as Librarian, is involved in buying the Free-Reading books for the high school English classes. Generally most of the high school English budget and some of the fine money is used for this purpose.

The library budget contains also a General Fund from which may be bought such things as encyclopedias, atlases or books belonging to no special department, generally at the discretion of the Librarian, often with the recommendation of, or consultation with, teachers or administration. Library supplies are also credited to this general fund.

15. Recent improvements in library housing, facilities, and services:

In the last three years major changes have occurred in library housing and hours. From a classroom size library, open only two hours a day in 1960, it has grown to its present more adequate dimensions, adding a Magazine Room, a Reserve Room, and a Work Room equipped with work tables, shelves, closets, and plumbing. A book truck, shelf steps, filing cabinets, and new card catalogue have also been added. The library in 1962-63 was open eleven hours a day, except for Friday evenings, and three hours Saturday mornings. (This year, 1963-64, it is open 14 hours a day, Monday, Tuesday, Wednesday, Thursday, and 8 1/2 hours on Fridays, 3 hours Saturday morning, and 5 hours Sunday afternoon).

Instead of one librarian, there are now three.

BOOK REQUEST FORM

NO. _____

TITLE: _____

AUTHOR: _____

PUBLISHER: _____

PRICE: \$ _____

ON BUDGET OF: Division H. S. Jr. College Department _____

Requested by _____
(Teacher)

Date: _____ Approved by _____
(Department Head)

LIBRARIAN: _____

DATA SHEET # VI

THE REGISTRAR'S RECORDS AND REPORTS

Adequate record keeping is basic to the proper functioning of any institution. Please provide the statements on each item below on a separate sheet.

- (1) The methods of keeping records and the provision for their safekeeping against possibility of loss by fire or vandalism.
- * (2) The extent of conformity of the institutional transcripts to the published recommendations in "An Adequate Transcript Guide" published and distributed by the American Association of Collegiate Registrars and Admissions Officers.
- (3) The scope of statistical reports and studies prepared for use of the administration and faculty.
- (4) Provision made for the registrar's communication with faculty and students.
- (5) The nature and extent of publications intended to provide pertinent information to prospective and enrolled students. Copies of such publications, including the catalog, should be supplied.
- (6) Qualifications of Registrar's staff such as preparation, experience and special fitness.
- (7) Physical arrangement of office, including working space and its suitability for the functions of each member of the staff; accessibility to students and faculty, adequacy of equipment, such as typewriters, calculators, duplicating and other equipment required for the efficient operation of a records-keeping and clerical office.
- (8) The safeguards provided to ensure accurate information on new students.

* Perhaps if you do not have a copy of this you may wish to write for one from the American Association of Collegiate Registrars and Admissions Officers.

DATA SHEET # VI

REGISTRAR'S RECORDS AND REPORTS

1. A record card 5" x 8" is kept for each student in the Registrar's Office. (For all students up to 1957; thereafter only High School and Secretarial School). Currently enrolled students' cards are in a small steel file, past students' cards, going back to 1911, are kept in a large steel drawer file. Junior College students' record cards 8" x 11" are kept in a steel drawer file in the Registrar's Office (for students from 1957). The office is locked whenever the Registrar is not present; the file drawers are not locked.

In addition to individual student cards, teachers' class lists with grades are filed in the steel filing cabinet (from 1957).
2. The Junior College record cards were designed in accordance with the recommendations of the AACRAO.
3. (a) A statistical report is prepared annually in November for the Board of Governors. This covers enrollment, sex, residence, age distribution, location of home by general area and religious affiliation.
(b) Occasional reports are made to faculty on distribution of grades given by teachers and instructors.

(c) Reports are available to teachers on grade distribution for each subject on the Departmental examinations written by M. R. C. students.
4. Communication with faculty members is conducted via notes in faculty members' mail boxes. Communication with students is through notices in daily bulletin. (When this does not get results, a notice to the teacher requesting the student to visit the Registrar is sent out. When this does not get results or where need is urgent, the student is taken out of class directly) .
5. A Calendar is published for each of the three divisions of the College; Junior College, High School, Secretarial School. Sometimes duplicated letters are sent in regard to specific situations, e. g. letter re Spring-Summer University Program, letter re adults in High School, statement re B. C. credits in Alberta (all attached herewith) . The publicity department puts out pamphlets on each department or program. These have nothing to do with the Registrar.
6. The "Registrar's Staff" consists of the Registrar and practically the full time of one stenographer. The Registrar has an M. A. from Teachers' College, Columbia, where he majored in Secondary Education and Personnel Administration with three semesters of courses

subsequent to attaining the M. A. For thirty years he held positions in the administration of middle schools and the Christian University in West China (Dean of Studies in the latter). In M. R. C. he acted as Dean of Boys and Administrative Assistant to the Principal for eight years before he became Registrar.

7. The Registrar has an office 10' x 10'. The furniture consists of a desk, a table, typewriter and stand, three filing cabinets for files, record cards, etc., five wall shelves 5' long and four chairs.

The stenographer has a desk in the general office. Duplicating equipment is in the service room of the general office, used by all faculty.

The Registrar's office is adequate for usual functioning, but inadequate for some things such as sorting and arranging Registration cards, reports, students' forms for the Department, keeping examination papers. It is easily accessible to students and faculty.

8. No particular safeguards to date -- planning more definite safeguards for next fall.

SAMPLE MATERIAL PREPARED BY REGISTRAR

MOUNT ROYAL COLLEGE - Enrolment - Fall Semester 1963 (as of Nov. 1)

Enrolment

| <u>High School</u> | 1963 | | | '62 | '61 | '60 | '59 | '58 |
|---------------------|-------------|--------------|--------------|------------|------------|------------|------------|------------|
| | <u>Boys</u> | <u>Girls</u> | <u>Total</u> | | | | | |
| Grade X | 18 | 9 | 27 | 11 | 20 | 26 | 22 | 31 |
| XI | 29 | 9 | 38 | 30 | 44 | 40 | 53 | 56 |
| XII | <u>351</u> | <u>168</u> | <u>519</u> | <u>410</u> | <u>414</u> | <u>348</u> | <u>324</u> | <u>324</u> |
| Totals | 398 | 186 | 584 | 451 | 478 | 414 | 399 | 411 |
| <u>Sec. School</u> | 1 | 86 | 87 | 89 | 94 | 69 | 68 | 66 |
| <u>Jr. College</u> | | | | | | | | |
| A & Sc. A | 20 | 4 | 24 | | | | | |
| Partial | 12 | 3 | 15 | 15 | 11 | 8 | 9 | 7 |
| Univ. | 15 | 8 | 23 | 16 | 11 | - | - | - |
| CMUP | 56 | 23 | 79 | 52 | 58 | 47 | - | - |
| 2nd year | <u>3</u> | <u>-</u> | <u>3</u> | <u>3</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| | 106 | 38 | 144 | 86 | 80 | 55 | 9 | 7 |
| <u>Bus. Admin.</u> | | | | | | | | |
| A-I | 7 | 0 | 7 | 3 | 5 | 4 | - | - |
| A-II | 1 | 0 | 1 | 2 | 0 | 2 | - | - |
| B-I | 31 | 0 | 31 | 24 | 37 | 28 | 51 | 26 |
| B-II | 23 | 0 | 23 | 20 | 20 | 28 | 20 | 11 |
| C & D-I | 13 | 0 | 13 | 21 | 9 | 13 | - | - |
| C & D-II | <u>4</u> | <u>0</u> | <u>4</u> | <u>6</u> | <u>9</u> | <u>7</u> | <u>-</u> | <u>-</u> |
| | 79 | 0 | 79 | 76 | 80 | 82 | 71 | 37 |
| <u>Career-Com-I</u> | | 24 | 24 | 18 | 16 | 9 | 2 | |
| Com-II | 2 | 1 | 3 | 5 | 4 | 3 | | |
| Radio I | 5 | 3 | 8 | 9 | 7 | 5 | - | - |
| Radio II | 5 | 0 | 5 | - | - | - | - | |
| Lib. Sc. | 0 | 0 | 0 | 4 | 5 | - | - | |
| Jrnalism. | 6 | 0 | 6 | - | - | | | |
| Int. Des. | <u>-</u> | <u>10</u> | <u>10</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| | 18 | 38 | 56 | 36 | 32 | 17 | 2 | - |
| <u>Engrng. I</u> | 7 | 0 | 7 | 4 | 13 | 13 | 21 | 41 |
| II | <u>3</u> | <u>0</u> | <u>3</u> | <u>5</u> | <u>8</u> | <u>13</u> | <u>23</u> | <u>30</u> |
| | 10 | 0 | 10 | 9 | 21 | 26 | 44 | 71 |
| Total J. C. | 213 | 76 | 289 | 207 | 213 | 180 | 126 | 115 |
| Total M. R. C. | 612 | 348 | 960 | 747 | 785 | 663 | 593 | 592 |

Age-Grade Distribution - (age as of Nov. 1, 1963)

| <u>High School</u> | <u>14</u> | <u>15</u> | <u>16</u> | <u>17</u> | <u>18</u> | <u>19</u> | <u>20</u> | <u>21 & over</u> |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
| Grade X Boys | 1 | 6 | 6 | 4 | 1 | | | |
| Girls | 3 | 5 | | | | 1 | | |
| Grade XI Boys | | 3 | 12 | 9 | 1 | 2 | | 2 |
| Girls | | | 4 | 3 | 2 | | | |
| Grade XII Boys | | | 1 | 47 | 103 | 84 | 48 | 68 |
| Girls | <u> </u> | <u> </u> | <u>5</u> | <u>43</u> | <u>79</u> | <u>19</u> | <u>11</u> | <u>11</u> |
| | 4 | 14 | 28 | 106 | 186 | 106 | 59 | 81 |
| <u>Sec. School</u> | | | | 5 | 54 | 23 | 4 | 1 |
| <u>Jr. Coll. Boys</u> | | | | 8 | 25 | 48 | 46 | 86 |
| <u>Girls</u> | | | | 5 | 29 | 22 | 9 | 11 |
| | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| | | | | 13 | 54 | 70 | 55 | 97 |
| Totals | 4 | 14 | 28 | 124 | 294 | 199 | 118 | 179 |

Locations of Students' Homes

| | <u>Calgary</u> | <u>Alberta</u> | <u>B. C.</u> | <u>Sask.</u> | <u>Elsewhere</u> |
|----------------|----------------|----------------|---------------|--------------|------------------|
| High School | 320 | 189 | 55 | 8 | 12 |
| % of total | 55% | 32% | 9 1/2% | 1 1/2% | 2% |
| Sec. School | 35 | 32 | 16 | 3 | 1 |
| % of total | 40 1/2% | 36 1/2% | 8 1/2% | 3 1/2% | 1% |
| Junior College | 153 | 108 | 10 | 6 | 12 |
| % of total | <u>53 1/2%</u> | <u>37%</u> | <u>3 1/2%</u> | <u>2%</u> | <u>4%</u> |
| Total M. R. C. | 508 | 329 | 81 | 17 | 25 |
| % of Total | 53% | 34% | 8 1/2% | 2% | 2 1/2% |

Students' Religious Affiliations

| | <u>UCC</u> | <u>Angl.</u> | <u>Other Prot.</u> | <u>R.C.</u> | <u>Jew</u> | <u>Other</u> | <u>None</u> |
|-----------------|------------|--------------|--------------------|-------------|------------|--------------|-------------|
| High School | 159 | 54 | 117 | 45 | 8 | - | 15 |
| % of total | 40% | 13 1/2% | 29% | 11 1/2% | 2% | | 4% |
| Sec. School | 51 | 10 | 18 | 8 | - | | - |
| % of total | 59% | 11 1/2% | 20 1/2% | 9% | | | |
| Junior College | 97 | 47 | 85 | 48 | 2 | 2 | 8 |
| % of total | 33 1/2% | 16% | 29% | 16 1/2% | 1% | 1% | 4% |
| M. R. C. - Boys | 229 | 94 | 174 | 80 | 10 | 2 | 23 |
| % of total | 37 1/2% | 15 1/2% | 28 1/2% | 13% | 1 1/2% | | 4% |
| Girls | 159 | 46 | 95 | 43 | 3 | | 2 |
| % of total | 45 1/2% | 13% | 27% | 12 1/2% | 1% | | 1/2% |
| Total M. R. C. | 388 | 140 | 269 | 123 | 13 | 2 | 25 |
| % of total | 40 1/2% | 14 1/2% | 28% | 13% | 1 1/2% | - | 2 1/2% |

Enrolment in Jr. Coll. programs (Full-time Students) (% increase over '62)

| | <u>Arts & Sc.</u> | | | <u>Bus. Admin.</u> | | | | <u>Career</u> | | | | |
|--------|-----------------------|----------|----------|--------------------|----------|------------------|-------------|---------------|------------|------------|------------|---------------|
| | <u>A</u> | <u>B</u> | <u>C</u> | <u>A</u> | <u>B</u> | <u>D & C</u> | <u>Com.</u> | <u>Rad</u> | <u>Lib</u> | <u>Jrn</u> | <u>I D</u> | <u>Engrng</u> |
| 1962 | 18 | 16 | 52 | 5 | 45 | 26 | 23 | 9 | 4 | 0 | 0 | 9 |
| 1963 | 27 | 23 | 79 | 8 | 54 | 17 | 27 | 13 | 0 | 6 | 10 | 10 |
| % inc. | 59% | 37% | 52% | 60% | 20% | 35% | 17% | 44% | | | | 11% |

| <u>Residence Students</u> | <u>Boys</u> | | | <u>Girls</u> | | | <u>Total</u> |
|---------------------------|------------------|-------------|-------------|-----------------|----------------------|--------------|--------------|
| | <u>Residence</u> | <u>YMCA</u> | <u>Tot.</u> | <u>"Uptown"</u> | <u>Ann- exes</u> | <u>Totl.</u> | |
| High School Gr. X. | 9 | - | 9 | 5 | - | 5 | 14 |
| XI | 14 | - | 14 | 7 | - | 7 | 21 |
| XII | 71 | 24 | 95 | 24 | 8 | 32 | 127 |
| Total - H. S. | 94 | 24 | 118 | 36 | 8 | 44 | 162 |
| Sec. School | | | | 36 | | 36 | 36 |
| Junior College | 18 | 19 | 37 | 7 | 12 | 19 | 56 |
| | 112 | 43 | 155 | 79 | 20 | 99 | 254 |

INTERESTING AND SIGNIFICANT TRENDS

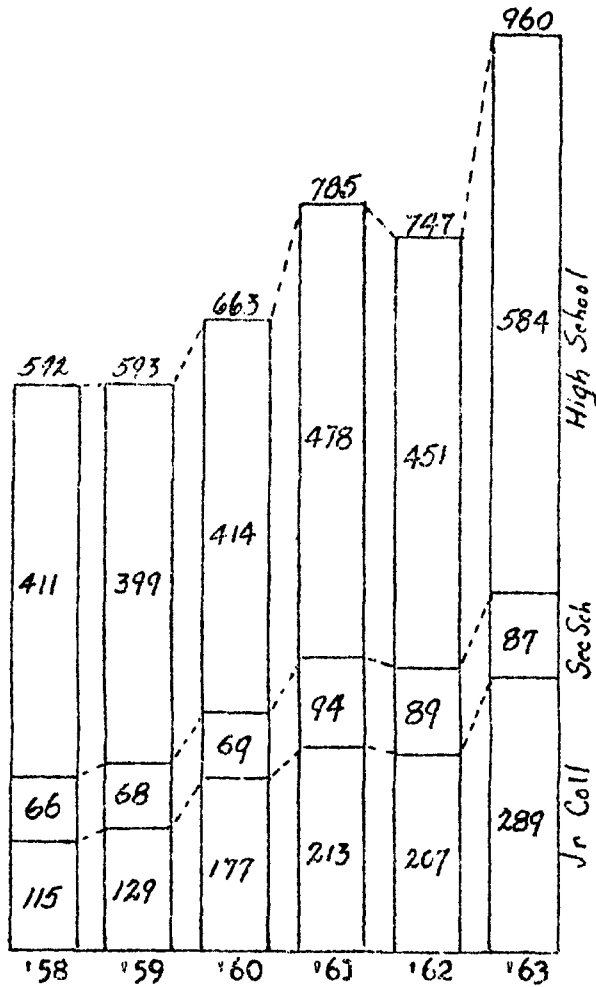


Fig. 1 - Enrolment by Divisions

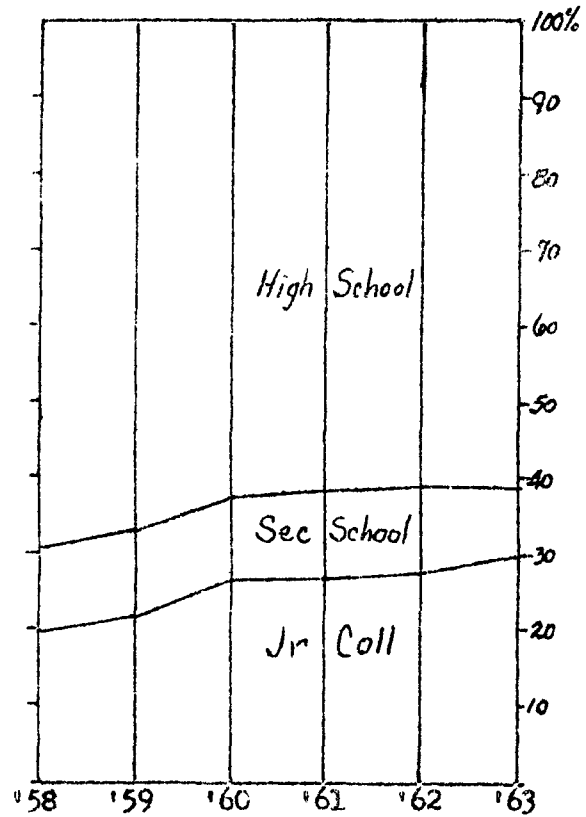


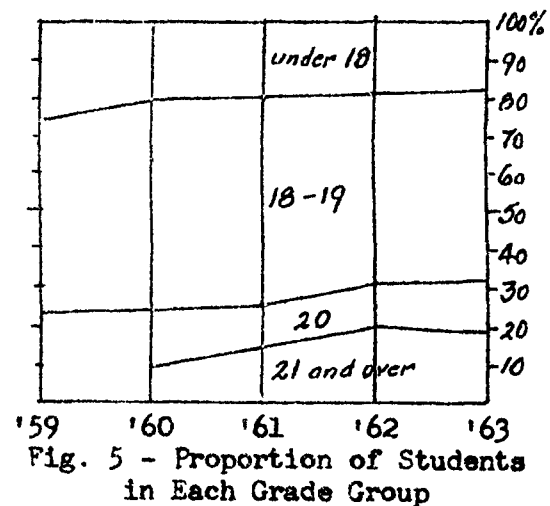
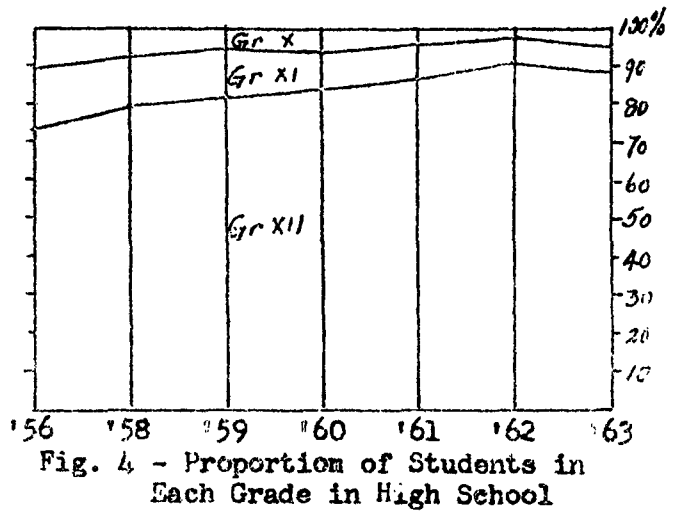
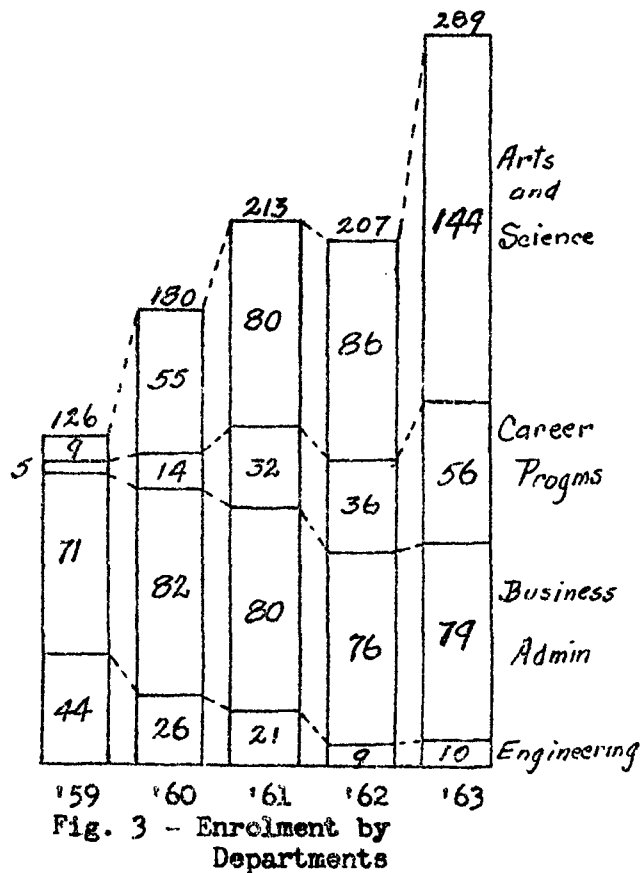
Fig. 2 - Proportion of Students in each Division

Notes:

Fig. 1—Enrolment in each division of the College shows a steady rise from 1959 to 1961, then a slight decrease 1961 to 1962. The slight decrease continues in Secretarial School, but substantial increases occur in High School and Junior College 1962 to 1963.

Fig. 2—The percentage of the total student body in High School fell from 1958 to 1960, and since then has remained fairly constant; the percentage in Secretarial School remained fairly constant 1958 to 1962, and fell somewhat in 1963; the percentage in Junior College increased from 1958 to 1960, remained constant 1960 to 1962, and rose slightly in 1963.

INTERESTING AND SIGNIFICANT TRENDS



Notes:

- Fig. 3—Enrolment in Arts and Science and in Career Programs has increased year by year; enrolment in Business Administration has varied slightly; enrolment in Engineering decreased 1959 to 1962, and increased slightly 1962 to 1963.
- Fig. 4—The proportion of High School students in Grades X and XI decreased 1956 to 1962, and increased slightly 1962 to 1963.
- Fig. 5—The student body is gradually getting slightly older — fewer under 18 and more over 20.

INTERESTING AND SIGNIFICANT TRENDS

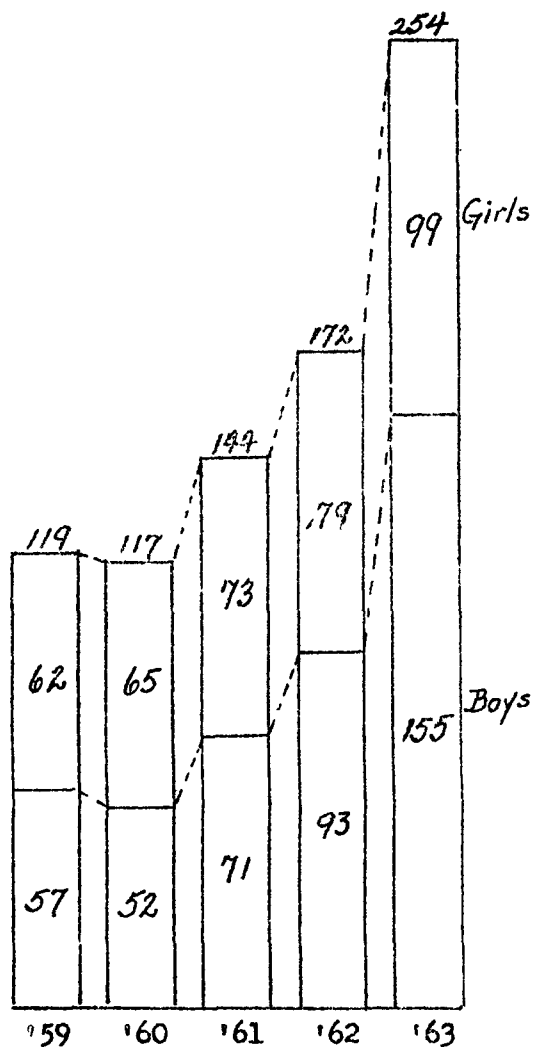


Fig. 6 - Numbers of Resident Students

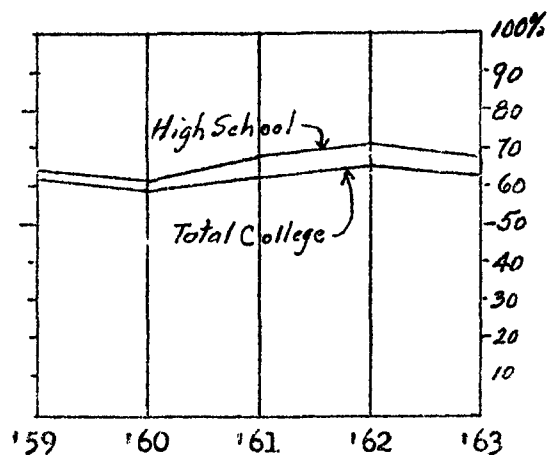


Fig. 7 - Proportion of Boys and Girls

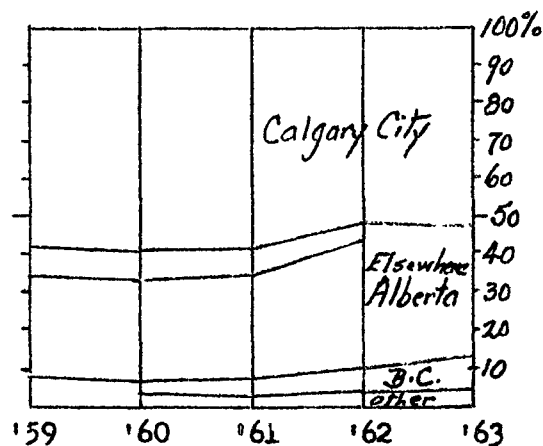


Fig. 8 - Proportion of Students from Different Areas

Notes:

Fig. 6—The increase in the number of resident students, both boys and girls, has been considerable over the last four years.

Fig. 7—The proportion of girls to boys decreased very slightly in the College as a whole, but more noticeably in the High School from 1960 to 1962; the proportion of girls to boys increased somewhat 1962 to 1963, but still there are about two boys to one girl.

Fig. 8—The proportion of students from Calgary has been decreasing slightly; the proportion from B.C. has been steadily increasing.

N.B.—All above statistics are as of November 1st in each year.



Dear Student:

You are planning to register in Mount Royal Junior College in the Spring-Summer session and take a program of courses to complete the first year of university in time to enter the second year of the University of Alberta in September.

All students enrolling in this program must register on Monday, February 3rd. Classes will commence on Tuesday, February 4th. All students must be in attendance from the first day. The final examinations will be the U.A.C. supplemental examinations written during the first week of September.

Students who expect to complete their matriculation by writing Departmental examinations in January may register in this program on the understanding that they may continue in the program only if they obtain matriculation. The results of the January examinations will be out about two weeks after registration. Any student registered in this program who finds that he does not have matriculation must decide whether to transfer to another program or withdraw from College. If he decides to withdraw, whatever he has paid in tuition fees will be returned to him. Residence fees will be charged on a pro rata basis for the number of days the student lived in Residence. The registration fee of \$5.00 is not refundable. We very much hope that you will have complete matriculation so that you can take advantage of this opportunity to save a year in your educational program.

The head of the Department of Arts & Science, Mr. S.R. Vincent, would like to know as soon as possible the courses you plan to take. Would you please write him, or better still, make an appointment to see him and work out a satisfactory program of courses.

Yours sincerely,

L. E. WILLMOTT,
Registrar.

LEW:cm

ADULT STUDENTS IN HIGH SCHOOL

Not a few young men and women who leave school after Grade 9 or 10 come to the conclusion after a few years that they should obtain Grade 12 matriculation standing. This is quite possible. There are difficulties, of course. It is not always easy to go back to academic study after an interval of several years. An older student sometimes finds it disconcerting to see younger classmates doing better than he is doing. On the other hand, the older student has the advantage of a more mature outlook: he knows what he wants and has a determination to get it.

It is not necessary to begin just where he left off. The adult privileges plan in Alberta makes it possible for a student who is over 20 years of age to obtain matriculation without having secured a high school diploma. All he requires is a passing mark of 50% in each of the six Grade 12 subjects required for entrance into the faculty of his choice, with an overall average of 60%. He may write the examination of any Grade 12 subject at any of four times during the year: the regular June examinations, the supplemental examinations in August, the 'terminal' examinations in April, and the January special examinations.

The Department does not designate how an adult student is to prepare for the examination. He may study for it by himself, engage a tutor, take a correspondence school course, or attend school. Here at Mount Royal College he may take classes in either Fall (September to January) or Spring (February to June) Semesters and in either day-time or evening classes. (The former are more satisfactory for a student taking the subject for the first time as the instruction time is nearly double what it is in the evening class.) A maximum of four subjects may be taken each semester in day classes, though this makes a very heavy load and is not recommended for adult students -- three is better. Only two subjects may be taken in each Semester in evening classes.

We have found that adult students can usually enrol in the following subjects without having taken the corresponding subjects in Grade 11: English 30, Social Studies 30, and Biology 32 (for which there is no prerequisite). The other subjects should not be attempted without a thorough knowledge of the courses which precede them. To take Mathematics 30 and 31 a knowledge of Math 20 would be necessary (some students find that a study of the algebra in Math 10 is a help when they begin Math 20). To take Physics 30 and/or Chemistry 30 a student needs the Physics and Chemistry of Science 20 and perhaps a quick review of Science 10. To take Latin 30, French 30 or German 30 he needs to have covered the corresponding "10" and "20" subjects or, in the case of French or German, he needs to be able to speak and read the language.

For the average adult student, then, this means ten subjects: Math 20, Science 20, French 10 and 20 (or Latin or German); English 30; Social Studies 30; Math 30; two of: Chemistry 30, Physics 30, Biology 32; and French 30 (or Latin 30 or German 30). If these subjects were all taken in day classes, it would require three Semesters -- a year and a half.

An adult student coming to Mount Royal College will find quite a number of other students his own age in a similar situation, taking this course.

We hope this gives you the information you need. If you have further questions, we will be happy to hear from you.

Yours truly,

A handwritten signature in cursive script, reading "L. E. Willmott".

L. E. Willmott, Registrar.

High School Credits from B. C. to Alberta

In British Columbia graduation from Grade XII gives a student entrance to the four-year university curricula of University of British Columbia while in Alberta Grade XII matriculation qualifies for entrance into the three-year curricula of the University of Alberta.

In other words, in B. C. a four-year High School program after Grade IX leads to senior matriculation, while in Alberta it is only a three-year program. This presents a special difficulty in evaluating the record of a student transferring from one province to another. The Department of Education of Alberta has ruled as follows:

A student who has completed Grade X in B. C. will be given credit in Grade X subjects in Alberta to a total of 25-30 credits.

A student who has completed Grades X and XI in B. C. will be given credit in Grade X and XI subjects in Alberta to a total of about 55 credits in Alberta.

A student who has completed Grade XII in B. C. will also be given credit in Grade XI subjects in Alberta, but will be given a total of about 75 credits.

Grade XIII subjects taken in B. C. will receive credit in Grade XII subjects in Alberta.

The following table shows the corresponding subjects:

| <u>B. C.</u> | <u>Alberta</u> |
|--------------------------------------|---------------------------------------|
| English 30, 31, 32, 40, 91 or 93 | Literature 20 & Language 20 |
| Social Studies 30, 31, 32 or 33 | Social Studies 20 |
| Mathematics 30 or 91 | Mathematics 20 |
| Chemistry 91 or Physics 91 | Science 20 |
| French, Latin or German 20, 91 or 92 | French, Latin or German 20 |
| English 100 or 101 | English 30 |
| History 101 or 102 | Social Studies 30 |
| Mathematics 101 | Mathematics 30 |
| Chemistry, Physics and Biology 100 | Chemistry 30, Physics 30 & Biology 32 |
| French and Latin 110 or 120 | French and Latin 30 |
| German 90, 110 or 120 | German 30 |

L. E. WILLMOTT
Registrar

MOUNT ROYAL JUNIOR COLLEGE
Calgary, Alberta

REGULATIONS GOVERNING RESIDENCE LIFE

1. Normally a room in the residence is occupied by two (2) students although more may be placed in the larger rooms, if necessary. An extra charge will be made for single rooms (if available).
2. When a student takes a room in the Residence it is on the clear understanding that he will occupy it for the complete academic year unless other arrangements have been made with the Registrar previously. Since the College must enter into contracts for instruction, supervision, dining room, etc., permission cannot be given to students to leave the Residence unless he is withdrawing from the College. No withdrawal is permitted without thirty (30) days written notice or within one (1) month of the close of the term.
3. A student in the Residence will be expected to register in at least three (3) subjects in Grade Twelve or a full course in Junior College or in Grades 10 and 11.
4. A Resident student will not be permitted to change his academic course or drop subjects without written permission from his parents or guardians.
5. Resident students are expected to maintain satisfactory academic progress and to pursue good study habits. Disciplinary action will be taken if work is unsatisfactory.
6. Resident students will be granted week-end leave if academic and department records warrant this privilege. The Supervisors will make the final decision regarding week-end leave. Passes will be issued which must be signed by parent, guardian, friend or relative, depending on the destination shown on the pass. The pass must be handed to the Supervisor of the Residence when the student returns.

When the student is going outside of Calgary, the week-end will commence after classes Friday and end 10:00 p.m. on Sunday. For visits within the city, the week-end will commence at 11:00 a.m. Saturday and conclude at 10:00 p.m. Sunday.

In the Men's Residence week-end leave is normally confined to two (2) passes a month.

7. Resident students will not be allowed to remain in the Residence during the Christmas or Easter vacations unless arrangements are made in advance with the Business office and the Supervisor of the Residence. Written permission must be on the file from parents or guardians if the student is to remain in residence during the holiday periods.
8. Doctor and Dentist appointments must be made so that they do not require a Resident student to miss classes.
9. While the Supervisors of the Residence can cope with minor illnesses the parents of any student who becomes seriously ill or contracts a contagious disease will be notified and will be requested to remove the student from the Residence. A Student who has been exposed to a contagious disease should remain at home until danger of infection is over. When a student is absent because of illness a rebate of residence fees will be made from the fifteenth (15th) day onward.
10. Evening study periods for all resident students is compulsory. Normally the study periods are from 8:00 - 10:00 p.m. Monday through Thursday and from 9:00 - 11:00 a.m. on Saturday in study halls.

Depending on the attitude and maturity of the student a weekly quota of study hours may be assigned and this quota may be increased or decreased depending on the student's academic progress.
11. All Resident students will be required to take turns waiting on tables in the Dining Hall.
12. No evening meal will be served on Sundays.
13. Resident students must obey the general regulations of the Students' Union regarding dress. No extremes will be permitted and hair must be neat at all times.
14. Resident students may not bring their cars to the College. Hitch-hiking is not permitted.
15. All Resident students are responsible for College property. A Caution Money deposit is required of each student. General breakage and damage to College property is charged against the Caution Money Fund and after the close of the school year the money remaining in this fund, if any, is returned pro-rata to the students, less any charges for breakages for which the individual student may be held directly responsible.
16. Resident students will be expected to observe all rules and regulations governing everyday life in the College and Residence.

Gambling is prohibited and the use of alcoholic beverages both on and off the Campus may lead to expulsion.

17. Students are required to be in bed and lights out at 10:30 p.m. each evening. On Friday and Saturday evenings this hour is extended to 12:30 , but students under 17 must be in the Residence by 11:00 p.m., over 17 must be in no later than 12 midnight. On Sunday evenings students will be in Residence by 10:00 p.m. and those students out on week-end passes must make their arrangements to be back into the city and in the Residence no later than 10:00 p.m.
18. The Supervisors of the Residence may recommend to the Principal the expulsion of a student who refuses to co-operate or is guilty of conduct prejudicial to good order and discipline in the Residence.

When a student is expelled from the Residence he will be required to leave the College immediately and there will be no refund of fees.

APPLICATION FOR RESIDENCE ACCOMODATION

DATA SHEET # VII

THE CURRICULUM

The curriculum should be directly related to institutional objectives. It will be evaluated by the degree to which objectives are met, by the balance between general education and specialization in individual programs, its organization into upper and lower division work, with adequate prerequisites for courses, and by evaluation of the student load. The curriculum in all cases will be considered satisfactory only when the instructional staff is competent by reason of educational preparation to give the work in the courses announced, when the faculty load is kept within reasonable limits, and when the published statements of student load and requirements for certificates and degrees are followed.

Please report on each of the following items using a separate sheet (or sheets) for responses to each item.

1. The length of the academic year, in weeks and in actual instructional days, both with and without any time set aside for registration, orientation, final examinations, and reading periods.
2. The specific courses and/or groups of courses, if any, required of all regular students. In some instances these may be best organized according to "programmes". In the terminal or career programmes a brief course description should follow the listing of each course.
3. The extent to which your division offers courses to other than "regular" full-time students. This would include partial students, special seminars, extension and evening courses, etc.
4. All degrees, diplomas, and certificates, if any, granted by the institution.
5. The proportion of the work for bachelors' degrees to be taken from upper division courses. (Junior College only).
6. How courses are added to the curriculum or discontinued.
7. How the number of required courses may be increased or diminished.
8. Whether any person or committee gives more or less continuous study to the improvement of the curriculum; Describe activities.
9. In what ways the administration has concerned itself with objectives, curriculum content, and instructional outcomes.
10. Use made of student initiative and reactions in effecting curricular modifications. (Specifically, the extent of usage of student evaluation forms, etc.).

DATA SHEET VII

CURRICULUM - HIGH SCHOOL DIVISION

1. Length of Academic Year

Length of school year: forty weeks, given in two equal semesters of twenty week duration.

Registration and final examinations take two days, and seven or eight days, respectively.

Registers, indicating instructional days, show that in each semester, in 1962-63 there were ninety-two days of instruction time. In 1961-62 there were ninety-three days of instruction time.

2. Courses and/or Groups of Courses

Mount Royal is bound very tightly by the requirements of the Department of Education. Nevertheless, they do require special emphasis in certain areas of their curriculum.

Physical Education is required of all students in Grades X and XI. To give a chance for emphasis on Religious Education, special care is taken in Unit VI of the Social Studies programs in Grades X and XI.

Geography 20, added to the curriculum some years before it was authorized in the rest of the province, is required as well as Social Studies 20, of students in Grade XI.

To aid youngsters who have problems in Mathematics, extra courses are required in Grades X and XI (Math. 11, and Math. 21, respectively).

Part of the uniqueness of Mount Royal College is the fact that an attempt is made to individualize courses to fit the needs of students who come for Grade XII from various parts of Western Canada to allow them an opportunity to fill in gaps in their present fields of knowledge.

3. Courses other than the "regular" program

Courses in all Grade XII subjects, and French, Mathematics, and Science in Grades X and XI are offered on a six-week, 30-day, 75-hours of instruction basis, during a summer session.

A ten-day, 25-hour refresher course is offered in all Grade XII subjects where a demand occurs, just prior to the Supplemental Examinations of the Department of Education in August.

4. All diplomas are granted by the Department of Education.

5. Not applicable.

6. How Courses are Added to the Curriculum, or Discontinued

Again, the regulations of the Department of Education apply. There has been, in recent years, a close relationship with the Inspector for the High School, and he has allowed Mount Royal considerable latitude in authorizing the adaptation of regulations to their situation, and, in some cases, to anticipate action by the province (e. g. as before stated, the addition of Geography to the program before it was required in other schools.)

7. See #6.

8. In recent years, very little has been done locally in regard to study and improvement of the curriculum. Teachers have, however, been encouraged to attend conventions of their Association, and to join the Specialist Councils of the Alberta Teachers' Association. Many teachers have done this.

In years past, some attempts have been made at study groups in this general area, and when the faculty of the entire College met as a group, some concern for improvement of the curriculum was voiced. Aside from case studies of student progress, in the last three years, there has been little work done in this area, the whole picture having been surrendered to the Department of Education, which, in the final analysis, has the final say in these matters.

9. The administration has left the matter of curriculum content and instructional outcomes to the teaching faculty, working under the regulations of the Department of Education.

10. Student initiative and reactions employed in effecting curricular modifications. During 1963-64 a student evaluation form was used by most of the High School teaching faculty. These perhaps, had a greater bearing on "Instruction", rather than "Curriculum" inasmuch as Curriculum is prescribed primarily by the Department of Education.

DATA SHEET VII

THE CURRICULUM - JUNIOR COLLEGE

1. The length of the academic year, in weeks and in actual instructional days, both with and without any time set aside for registration, orientation, final examinations, and reading periods.

| | <u>Academic Year</u> | | |
|---------------------|--|-------------|--|
| | <u>Weeks</u> | <u>Days</u> | <u>Days (less registration, exams)</u> |
| Junior College | 32 | 154 | 142 |
| Arts & Science CMUP | 30 | 147 | 134 |
| Secretarial | 41 | 197 | 184 |
| B. D. P. | 30 (including examinations, approx. 90 hours.) | | |

2. The specific courses and/or groups of courses, if any, required of all regular students. In some instances these may be best organized according to "programs".

Arts & Science

Program A - First Year University - University of Alberta

| | | |
|------------------|----------------------|-------------------------------|
| To major in: | Chemistry or Physics | General Science |
| | Commerce | History |
| | Economics | Mathematics (B.A. or B. Sc.) |
| | Education | Psychology |
| | English | Sociology |
| Courses offered: | Accounting 200 | History 210 |
| | Business 200 | Mathematics 211 |
| | Chemistry 230 | Mathematics 281 |
| | Economics 200 | Physics 240 |
| | English 240 | Physics 200 |
| | French 200 | Psychology 202 |
| | Geology 201 | Sociology 202 |
| | History 200 | Zoology 220 |

Program B - C.M.U.P. - University of Alberta

One Grade XII subject (not English 30) and any four of the courses shown in Program A.

In the Spring Semester, a 3-hour course in Religion is added to replace the Grade XII subject.

Program C - Program with High School Diploma

| | | |
|--------------|--|--|
| First Year: | English Literature Economics History Mathematics Physics Geology Zoology | Psychology Social Welfare Sociology Religion Speech Physical Education |
| Second Year: | English Literature Labour Economics Economic Geography History Mathematics Chemistry Physics | Geology French Psychology Social Welfare Sociology Religion Physical Education |

Program D - University of Alberta - February to August

| | |
|--|--|
| English 240 Chemistry 230 Economics 200 History 210 Psychology 202 Sociology 202 Zoology 230 | Other courses from Program "A" if the demand is large enough. |
|--|--|

Business Administration

Program A - Senior Matriculation - Transfer to Canadian University

| | | |
|--------------|---|--|
| First Year: | Business (general) Economics (principles) English Composition French | Psychology Physical Education Mathematics Religion |
| Second Year: | Accounting Labour Economics Economic Geography English Literature | Physical Education History A Natural Science Religion |

Program B - High School Diploma

| | | |
|--------------|--|---|
| First Year: | Business (general) Economics (principles) English Composition Physical Education | Mathematics A Social Science Religion Elective from Business (by permission) Government of the U.S.A. A Natural Science Religion Elective from Economics or Business |
| Second Year: | Accounting Physical Education English Literature or Business Communi- cations History | |

Program C - Secretarial Science - Transfer Program or Terminal
Program - Senior Matriculation or High School Diploma

| | | |
|--------------|---|---|
| First Year: | Business (general) Economics (principles) English Composition Typewriting Shorthand | French (elective) Physical Education Religion A Social Science |
| Second Year: | Accounting Economic Geography Typewriting Shorthand Physical Education | Religion English Literature Office Practice A Natural Science |

Program D - Diploma Terminal Program

| | | |
|--------------|--|--|
| First Year: | Business (general) Economics (principles) Business Mathematics Physical Education | Typewriting Business English or Communications Religion An elective in Business (with permission) |
| Second Year: | Business Communications Physical Education Religion | A Social Science Accounting Any 3 Business courses |

Program E - Certificate Program - 1-year Terminal - High School Diploma

| | |
|---|--|
| Business (general) Economics (principles) Small Business Manage- ment Typewriting | One of: Commercial Law Marketing Public Relations |
|---|--|

| | |
|----------------------------|------------------|
| Religion | Sales Management |
| Accounting | Personnel |
| Business English <u>or</u> | Investment |
| Communications | Retailing |
| | Supervision |
| | Production |

Transfer Program A - Starting in the Spring Semester
 - same as Program A starting in the Fall

Transfer Program B - starting in the Spring Semester
 - same as Program B starting in the Fall

Transfer Program D - starting in the Spring Semester
 - same as Program D starting in the Fall

Program F - Includes High School Subjects and
 Business Administration

Business Development Program

Evening courses for Businessmen

All courses one semester - 15 weeks, unless otherwise indicated.

Business Administration, organization, and management (2 semesters)

Business Letters and Reports (2 semesters)

Human relations

Law and the Businessman (2 semesters)

Labour Economics

Labour Relations

Business Sales Management

Taxation for the Small Business man

Oil Industry Management

Marketing for the Businessman

Accounting for Businessman (2 semesters)

Public Relations

Investment Management

Business Finance

Small Business Management

Business Administration for Secretaries

Engineering Department

- two year program -

| | | |
|--------------|---------------------|----------------|
| First Year : | English Composition | Graphics |
| | Chemistry | Solid Geometry |

| | |
|--|--------------------|
| Engineering Orientation | Physical Education |
| Engineering Problems | Religion |
| Physics (mechanics, optics, heat, waves, sound) | |

| | |
|--------------------------------------|----------------------|
| Second Year: Surveying | Route Surveying |
| Statics | Dynamics |
| Geology | Descriptive Geometry |
| Physics (electricity, magnetism) | Technical Writing |
| Calculus | Survey field work |
| Economics (principles) | Physical Education |

One-Year Program in Architecture

| | |
|-------------------------|--|
| English Composition | U.S.A. History |
| Engineering Orientation | U.S.A. Government |
| Calculus | Descriptive Geometry |
| Graphics | Physics (mechanics, optics, heat, waves, sound) |
| Engineering Problems | Physical Education |
| Solid Geometry | |
| Religion | |

Petroleum Land Management

| | |
|---------------------------------|-------------------------|
| First Year: English Composition | College Algebra |
| Economics (introduction) | Public Speaking |
| Intermediate Algebra | Physical Education |
| General Geology | Religion |
| Geologic Drawing | |
| Second Year: Economic Geography | Business Communications |
| Business Accounting | Trigonometry |
| Survey School | Physical Education |
| English Literature | |

Secretarial School (1 year) (10 months)

| | |
|-----------------|----------------------------|
| Shorthand | Rapid Calculation |
| Typewriting | Accounting (Bookkeeping) |
| Spelling | Business English |
| Penmanship | Commercial Law |
| Office Practice | Religion |

Careers (Terminal Programs)

| | |
|---------------------|--|
| Community Service: | Sociology (2 years) ; Psychology (2 years) ; Social Welfare (2 years) ; English Composition; Family Life, Field Work. |
| Library Clerical: | English Literature; Canadian and American History; Secretarial Science (Typewriting); 4 half courses in Library Science (History of Books and Libraries; Cataloguing and Filing; Children's Books and Libraries; Methods and Procedures). |
| Radio & Television: | Business (Introduction to Business) ; English Com- position; Speech (Voice production and training); Secretarial Science (Typewriting) ; Television (television workshop). Radio (6 courses) (Fundamentals of Broadcasting; Workshop; Drama; History of the Theatre; Music Appreciation; Script Writing and Announcing) |
| Interior Design: | A Social Science; American and Canadian History; English Composition; English Literature; Interior Design (8 courses: Introduction; Drafting; Pattern Design; Color, Theory and Harmony; Furniture Design and Construction; History of Art; History of Architecture; Architectural Orientation; Field Work) |
| Journalism: | A Social Science; English Composition; Introduction to Business; American and Canadian History; Cana- dian and American Government; Communications (English); Journalism (5 courses: Introduction, Fundamentals of Reporting, Editing, Field Work, (at the <u>Albertan</u>) |
| Recreation: | English Composition; Sociology; Introduction to Business; Zoology; Communications (English); Secretarial Science (typing); Recreation (5 courses: Outdoor Recreation; Community Recreation; Rec- reational Administration; School and Camp Leader- ship; Administration of Intramural Sports; Field Work). |

3. The extent to which the division offers courses to other than "regular" full-time students. This would include partial students, special seminars, extension and evening courses, etc.

| | <u>Part-time Students</u> | <u>Evening Courses</u> | <u>Special Seminars</u> |
|-------------------------|---------------------------|------------------------|-------------------------|
| Arts & Science | Accepted | Nil | Nil |
| Engineering | Accepted | Nil | Nil |
| Careers | Accepted | Nil | Nil |
| Business Administration | Accepted | 30 | * |

* Note: - special seminars are under consideration
 - extension courses are under consideration
 - it is planned to offer enough Business Courses in the evening to enable fully-employed persons to complete the Freshman and Sophomore years.

| | | | |
|---------------|----------|---|-----|
| Secretarial - | Accepted | 2 | Nil |
|---------------|----------|---|-----|

4. All degrees, diplomas and certificates, if any, granted by the institution (by departments).

Junior College

All students completing required courses and enough electives to complete 68 credit hours with a G.P.A. of 2.0 are awarded an Associate Diploma. (This is the equivalent to the A.A. degree awarded by Regina College and many American Colleges and Universities.)

A certificate is awarded for the successful completion of a one-year program, generally consisting of 34 credit hours with a G.P.A. of 2.0.

Secretarial

A Diploma is granted on the following conditions:

- (a) A grade of "C" or better in: Shorthand
 Typewriting
 Transcription
 Office Practice
 Accounting (an elective)
- (b) A grade of "C" or better in all but one of the following. (There may be one "D" - a low passing grade):
- Spelling
 Penmanship
 Rapid Calculation
 Business English
 Law

5. The proportion of the work for bachelors' degrees to be taken from upper division courses (Junior College only).

Definition: Upper division courses are the Sophomore and Senior years.

Junior College

| | |
|----------------|-----|
| Arts & Science | Nil |
| Engineering | Nil |
| Careers | Nil |
| Secretarial | Nil |

Business Administration: Approximately 75% of the courses offered in the B.D.P. program are upper division courses. These courses are electives for full-time students.

Whether the course is upper division depends on the program of the University to which the student transfers.

In general, no reputable University will grant a Junior College graduate more credits than the University itself gives, no matter how many credits the student may have earned.

Credit may be given in some places for an upper division course, and if the student is lacking a lower division course, he may be required to take such a course.

6. How courses are added to the curriculum or discontinued.

| | |
|--------------------------|---|
| Arts & Science : | All courses offered are the same as those offered by the University of Alberta, and addition of a new course is generally the result of program requirements of the University. |
| Engineering: | Added by Head of Department and approved by Advisory Council. |
| Business Administration: | Added by Head of Department after Business Faculty agreement. This includes B.D.P. |
| Careers: | Added by Advisory Council after suggestions by Head of Department. |
| Secretarial: | Added by Head of Department. |

(In all cases, courses are discontinued by the same method)

7. How the number of required courses may be increased or diminished.

This depends on requirements of higher institutions and is subject to approval by the Advisory Council. If there are insufficient students in a course it may be discontinued by the Principal.

8. Whether any person or committee gives more or less continuous study to the improvement of the curriculum. Describe activities.

Each department head gives fairly continuous study to improvement of curriculum in his department. Business, Secretarial and Engineering do not normally consult except with their own faculty.

Arts & Science maintains close liaison with the University of Alberta.

Careers: Head of Department sometimes consults with heads of other departments and community organizations.

Advisory Council: Spends considerable time (December - February) in committee meetings reviewing programs.

9. In what ways the administration has concerned itself with objectives, curriculum content and instructional outcomes.

Definition: Administration is the Principal and Board of Governors.

Objectives: The Principal is kept informed of objectives by private consultation with department heads and by the Advisory Council.

The Board of Governors does not appear to take an active role in determining objectives.

Curriculum Content: The Principal is kept informed by private consultation with department heads and through Advisory Council meetings.

The Board of Governors does not appear to be concerned with curriculum content.

Instructional Outcomes: The Registrar keeps statistics on outcomes and these are available to the Principal and department heads.

The Board of Governors does not appear to be actively concerned with instructional outcomes, although they do receive an "Annual Report:"

There has been no formal follow-up of students after they leave MRC.

10. The use made of student initiative and reactions in effecting curricular modifications. (Specifically, the extent of usage of student evaluation forms, etc.)

Some student reaction is obtained through personal interviews with students and with graduates who return to visit department heads and other faculty members.

A formal organization in Business Administration is in process of being set up. It will include 1st and 2nd year students and all alumni from Business Administration as well as other alumni with undergraduate degrees in Commerce and Business. One object of this group is to advise the Business Faculty on courses and curricula.

DIVISION OF FINE ARTS

1. LENGTH OF ACADEMIC YEAR

Conservatory Academic Year - Forty weeks.

Instruction is given in the Conservatory on six days of every teaching week - two hundred and forty teaching days per year.

REGISTRATION PROCEDURE - requires usually about five minutes depending on the thoroughness of interviews and assigning of students (prior to registration).

ORIENTATION - nil

EXAMINATIONS - according to individual needs, usually once a year. From fifteen minutes to one hour for instrumental subjects; from three hours to fifteen hours for written subjects.

The following observations are pertinent:

- (1) In common with other similar institutions, the Conservatory teaching schedule is based on the half-hourly individual lesson given once per week, a pattern followed by the majority of students.
- (2) A student commencing in September may, therefore, receive a maximum of twenty hours individual tuition per year.
- (3) A student may commence a course of lessons at any time in the Conservatory year.

- (4) A student may enroll for a limited and specific purpose. (e. g. consultation lesson, refresher or remedial work, mid-winter examination) in which case the number and nature of the lessons is geared to his particular need.
- (5) A student may presently terminate his course of lessons at any time upon giving one month's notice. It should be noted that the present administration is vigorously opposed to this practice and ways and means of encouraging the student to pursue a "full course" of lessons are being sought.
- (6) An increasing number of students are availing themselves of instruction in several subjects , e. g. an instrumental study (or two instrumental studies) plus various theoretical studies plus the newly inaugurated classes in keyboard harmony, ear-training, etc. This increases the number of lessons received per week by any one student. In addition, some students elect to receive two or more lessons (1/2 hour each) in the same subject.

2.

SPECIFIC COURSES REQUIRED OF REGULAR STUDENTS

This requires definition of the term 'regular' as applicable to the Conservatory division. Two definitions are possible and both are valid:

- (1) The student receiving a regular one-half hour individual lesson per week on an instrument or in voice or in a theoretical subject. His purpose is the attainment of a 'grade' and the acquisition of a certificate in his particular study.
- (2) The student pursuing a so-called 'full-time' course in preparation for an authorized teaching or performing diploma.

The student in category (1) usually pursues the following program:

- (a) His principal instrumental or vocal study.
- (b) In some cases an additional instrumental study, most often Pianoforte.
- (c) The appropriate theoretical study to complete his 'grade' requirements.

Clarification: From the Preliminary Grade through Grade IV, no additional theoretical study is required. From Grade V through the diploma grade various theoretical studies are obligatory. The following are included:

- (1) Preliminary Grade Theory (Rudiments)
- (2) First and Second Grade Theory (Rudiments)
- (3) Three years of Harmony

- (4) Two years of Counterpoint
- (5) Three grades of History
- (6) One year of Form (Musical analysis)
- (7) One year of Pedagogy - teaching routines
- (8) Speech theory (including Literature)

The student in category (2) usually follows the following program:

- (a) His principal instrumental or vocal study
- (b) In several cases an additional instrumental study, most often Pianoforte.
- (c) The necessary theoretical studies as mentioned above to complete his diploma requirements.
- (d) Various classes, including ear-training (advanced) , keyboard harmony, music appreciation, orchestra and band workshops, drama classes.

N.B. The above requirements are determined by the Syllabus of whichever music school the student is following (not necessarily attending), plus certain other course and classes which the College's Conservatory of Music is endeavouring to establish as desirable for total musicianship.

Clarification: A student in the Conservatory division may follow the pattern of the Royal Conservatory of Music, Toronto; the Western Board of Music (three western provinces); Trinity College of Music, London, England; the Royal Canadian College of Organists, or the pattern recently established by this institution and contained in the printed Syllabus of Examinations. This latter system was adopted by six hundred students last season (1962-63), an increase of over one hundred from the previous year.

3. SPECIAL SEMINARS AND OTHER PART-TIME COURSES

The Conservatory has only very recently moved into this field, although it may be said that it has always had 'partial students', i.e. those not pursuing any particular study scheme for examination or 'grade' purposes, but merely taking music for recreation. An increasing number of adult students fall into this category.

This year for the first time, the Conservatory is offering two special courses: Sacred Drama for the Layman and a course in Church Music for the Laymusician. Both these courses are geared to the non-professional and aim to assist the layman in church drama and church music. Both courses are of short duration, from four to five seminars, one evening per week.

Last year certain professional courses were inaugurated and were sufficiently successful to warrant their continuance this year. A number of

students not otherwise associated with the Conservatory program attended these courses. These courses included Keyboard Harmony, Improvisation, Ear Training, Music Appreciation, Drama and Public Speaking.

The recently revitalized Band and Orchestral program may well be included in this section. It comprises:

- (a) The Junior Orchestra (up to 14 years)
- (b) The Youth Orchestra (14 to 23 years)
- (c) The Symphony Orchestra (adults)
- (d) The Concert Band

These groups cater to 'outside' students as well as meeting a need for ensemble playing by Conservatory pupils.

4. DEGREES, DIPLOMAS, CERTIFICATES

The Conservatory offers the following:

| | |
|----------------------|--|
| <u>Degrees :</u> | None |
| <u>Diplomas:</u> | <u>Associate and Licentiate diplomas in teaching and performing</u> in all musical subjects and speech arts. |
| <u>Certificates:</u> | Graded certificates in all musical subjects and in speech arts from Grade I to Grade X (these can then be followed by a diploma) . |

5. Not applicable.

6. HOW COURSES ARE ADDED TO THE CURRICULUM OR DISCONTINUED

The addition of numerous courses to the Conservatory curriculum over the past two years has been the result of an expressed desire on the part of the faculty to make the music and speech arts departments comprehensive and vital training centres with emphasis on a well-balanced and integrated program.

The criterion for determining which courses shall be added or discontinued is: do such courses add to or detract from the professional concept of the total music school? The emphasis is on professional standards and the probable effects on the department of the addition of such courses.

Invariably the introduction of a new 'course' (using this term in its broadest application to the work of the Conservatory) involves the appointment of a specialized instructor to develop the particular 'course' . During the past two years, a complete orchestral division has been added to the Conservatory's teaching faculty. These new instructors are, without exception, all members of the Lord Strathcona Band or the Calgary Philharmonic Orchestra.

When the local community has not yielded a competent instructor in a 'course' which was desired, the Conservatory has looked elsewhere. Following the recent pattern set by other musical institutions, a 'course' in Classical Guitar was initiated. It was found necessary to engage the services of Edmonton's Chris Jordan for this purpose.

7. HOW THE NUMBER OF REQUIRED COURSES MAY BE INCREASED.

The primary function of a Conservatory of Music is the nurture of talent. It is acknowledged that this training or nurturing should begin as early as possible in the student's experience and, therefore, requires the division of instruction into Preparatory, Junior, Intermediate and Senior levels. The consummation of this training is found in the completion of prescribed courses of study according to a syllabus and the attainment of a professional diploma in teaching, performing or composing or, alternatively, the acquisition of a degree obtained by further education at the University level, the latter usually placing greater emphasis on creative work, i.e. composition.

The three specific areas most actively engaging the attention of the Conservatory are:

- (1) Terminal courses leading to the Professional Diploma in Teaching, Performing or Composing.
- (2) Non-professional courses having a limited objective such as recreational study or the attainment of a 'grade' certificate in one of the ten grades preceding the professional diploma course.
- (3) Courses of study designed and conducted in consultation with the University Music Department.

During the past two years, (1) and (2) above have been examined and redefined in terms of current needs. Further improvement and expansion of curriculum is under consideration.

The area affording greatest opportunity for progress now is that concerning the relationship with the University of Alberta, Music Department. It would seem an extraordinary waste of facilities, personnel and resources to ignore the useful inter-relationship which the two Departments could enjoy, especially in the field of curriculum planning and in the University's employment of the specialized skills available in the Conservatory. If this latter situation could be realized, certain aspects of the B. Mus. program might be embraced in the Conservatory's Senior Music Department (especially in the teaching of instrumental skills) and the total Conservatory program might be oriented more strongly towards B. Mus. preparation. Additionally, courses of study might be introduced

into the Conservatory curriculum which would benefit the potential B. Mus. candidate, as well as further enriching the work of the professional diploma student in the department's terminal programmes.

8. DOES ANY PERSON OR COMMITTEE GIVE CONTINUOUS STUDY TO THE IMPROVEMENT OF CURRICULUM?

The Committee of Direction of the Conservatory gives regular and frequent attention to recommendations brought to it by the heads of the two principal divisions of Music and Speech Arts. During the past two years (and prior to this) the present Director of Music and the present Director of Speech Arts have given thought to the improvement of curriculum and standards in the total programming of the Conservatory.

Of most outstanding significance is the evolution and promotion of a system of internal examinations conducted by external (visiting) examiners from recognized Universities and music institutions. This system, conducted under authority of Provincial Charter, has been implemented since 1960 and is governed by a Syllabus of Examinations compiled and published by this division. The past season saw a registration of six hundred candidates , an increase of over one hundred from the previous year. The Director of Speech Arts has under preparation a Syllabus for the Speech Department. In addition to the eighty-eight page printed Syllabus embracing Pianoforte, Violin, Voice and Theory requirements, mimeographed outlines exist for Trumpet, Trombone, Flute, Clarinet, Saxophone and Percussion instruments. Under preparation is a Syllabus for Oboe.

9. IN WHAT WAYS HAS THE ADMINISTRATION CONCERNED ITSELF WITH OBJECTIVES, CURRICULUM CONTENT, AND INSTRUCTIONAL OUTCOMES?

The Conservatory is presently administered by a Committee of Directors which includes the Principal, a Director of Music, a Director of Speech Arts, the Conservatory Registrar, an Academic Advisor and a University Advisor.

The areas of greatest concern to the present administration have been defined as follows:

- (1) The compilation of a comprehensive Syllabus, its frequent and careful revision and, of course, its promotion.

- (2) The addition of courses to the curriculum to provide a complete department according to the policies adopted by leading musical institutions of comparable design and purpose.
- (3) The overall 'professionalization' of the Conservatory, embracing a thoroughly competent and qualified faculty, a total program based on sound and proven practices, well-defined courses of study leading to professional diplomas, certificates, and a vital, professional image to attract students of high calibre and promise.

10. There is presently little attempt made to evaluate student reactions to curriculum content on a total Conservatory basis. Individual teachers will, of course vary their methods and procedures to meet the needs of the individual student. Approximately 95% of conservatory teaching is conducted on an individual basis which facilitates the modification and adjustment of courses and curriculum to the particular need of the student.

The present heads of the music and speech arts division act as counsellors to their respective divisions and advise on a number of topics related to the courses of study and overall objectives pursued by the students in the Conservatory of Music and Speech Arts.

DATA SHEET # VIII
THE INSTRUCTIONAL STAFF

| <u>Members of Faculty</u> | <u>Rank or Position</u> | <u>Nature of Appointment (full-time, part-time, special)</u> | <u>Degrees and Institutions Granting them</u> | <u>Graduate Work Beyond Highest Degree</u> |
|---------------------------|-------------------------|---|---|--|
| | | | | |

DATA SHEET # VIII
THE INSTRUCTIONAL STAFF (cont'd)

| <u>Fields of Graduate Specialization</u> | <u>Total Teaching and/or Professional Experience</u> | <u>Years in This Institution</u> | <u>Membership in Scholarly and Professional Organizations</u> | <u>Publications During Past Five Years</u> |
|--|--|--------------------------------------|---|--|
| | | | | |

MOUNT ROYAL COLLEGE

PERSONNEL RECORD

(Academic Staff)

Confidential

Please fill out and return to:

Secretary to the Principal.

DATE _____

NAME IN FULL _____
(Surname first)

ADDRESS _____ TELEPHONE _____

MARITAL STATUS _____ No. of Children _____
(M., S., W., D.,)

PLACE OF BIRTH _____
(Town or City) (Province or State) (Country)

DATE OF BIRTH _____ RELIGION _____
(Day) (Month) (Year) (Denomination)

DIPLOMAS AND DEGREES:

Diploma(s) or Degree (s): Major and Minor: Institution: Year:

GRADUATE STUDY BEYOND HIGHEST DEGREE:

Courses: Quarter or Semester Hours Institution: Year:
or Full Year course:

PERSONNEL RECORD - Page 2.

SCHOLARSHIPS, HONOURS AND FELLOWSHIPS:

| Institution | Name of Award (with amount, if any) | Year |
|-------------|-------------------------------------|------|
|-------------|-------------------------------------|------|

EXPERIENCE (including business, teaching, university, etc.):

| From | Date To | Firm or Institution | Department or Branch | Position or Rank Held |
|------|---------|---------------------|----------------------|-----------------------|
|------|---------|---------------------|----------------------|-----------------------|

MEMBERSHIP IN SCHOLARLY OR PROFESSIONAL ORGANIZATIONS (e.g. :
A. T. A., Specialist Councils, Association of Junior Colleges, Other):

| Associations: | From: Date To: | Positions other than member: |
|---------------|----------------|------------------------------|
|---------------|----------------|------------------------------|

PUBLICATIONS:

| Author(s) | Title | Journal and Series Number | Year |
|-----------|-------|---------------------------|------|
|-----------|-------|---------------------------|------|

RANK OR POSITION AT MOUNT ROYAL COLLEGE _____

NATURE OF APPOINTMENT AT MOUNT ROYAL COLLEGE (full-time, part-time, special)

TOTAL NUMBER OF YEARS ON FACULTY OF MOUNT ROYAL COLLEGE _____

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|-----------------------|----------------------------------|--|---|--|
| Allan, H. H. | Head (Soc. Studies) | Full time | B.Ed. (U. of A.) | 1 cl. (Comm.), 1 cl. (Hist.) |
| Anderson, R. S. | Instructor | Full time | B.Ed. (U. of A.) | |
| Brooks, B. | Instructor | Full time | B.Sc., M.Sc. (Brigham Young) | |
| Brown, J. A. | Admin. Asst. to H.S. Director | Full time | B.A., B.Ed. (U. of A.) | 6 classes |
| Brydon, Mrs. M. A. | Instructor | Full time | B.A. (U. of M.), B.Ed. (U. of A.) | |
| Clayton, Mrs. B. M. | Instructor | Part time | | |
| Deutsch, O. H. | Head, (Science) | Full time | B.Sc., B.Ed. (U. of A.) | 2 cl. (Phys.), 1 cl. (Chem.) |
| Dougherty, Mrs. J. M. | Instructor | Part time | B.Sc. (St. Louis), M.A. (Temple U.) | |
| Driscoll, Mrs. M. | Instructor | Part time | | |
| Godwin, A. T. | Instructor | Full time | B.A. (Queen's) | |
| Jaycock, Mrs. J. A. | Instructor | Part time | B.A., B.Ed. (U. of S.) | 2 classes toward M.Ed. |
| Kelly, O. A. | Dir. High School | Full time | B.A., M.A. (U. of A.) | |
| Langille, Mrs. E. M. | Instructor | Part time | B.A. (U. of A.) | |
| Law, M. A. | Instructor | Part time | B.Sc. (U. of Utah) | 4 classes |
| Linton, Mrs. Q. M. | Head, (Language) | Full time | B.Ed. (U. of A.) | 2 classes |
| Lofthouse, Miss E. H. | Head, (Mathematics) | Full time | B.Ed. (U. of A.), B.A. (U. of S.) | 4 classes |

High School

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|---|-------------------------------------|
| History Political Science | 14 years | 6 years | A.T.A., Soc. St. Specialist Council | |
| | 7 years | 1 year | A.T.A. | |
| | 5 years | 1 year | A.T.A., Calgary Suburban Teachers Assn., S. Central H.S. Ath. Assn., Calgary Inter-Coll. Ath. Assn. | |
| | 26 years | 14 years | A.T.A., Soc. St. Council, Canadian Club | |
| | 7 years | 4 years | A.T.A., Mody Classical Languages Council | |
| 1 cl. (Biol.) | 13 years | 10 years | A.T.A. | |
| | 4 years | 1 year | A.T.A. | |
| | 43 years | 1 year | | |
| French | 16 years | 2 years | | |
| | 33 years | 21 years | A.T.A. | |
| | 12 years | 1 year | | |
| | 9 years | 1 year | A.T.A. | |
| | 26 years | 8 years | A.T.A., Languages Council | |
| | 32 years | 9 years | A.T.A., Math. Specialist Council | |
| | | | | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|-----------------------|-----------------------|--|--|--|
| Muir, Rev. L. C. | Instructor | Full time | B.A. (U. of S.), B.L.I. (Emerson), M.A. (Speech) | |
| Oldfield, Mrs. W. | Head (English) | Full time | B.A. (U. of A.) | |
| Pashak, L. B. | Instructor | Full time | B.Sc. (U. of A.) | |
| Patterson, Miss J. B. | Instructor | Full time | B.F.A. (Art Inst. of Chicago) 1 year in | |
| Pitt, Edwin L. | Instructor | Full time | B.A., M.A. (U. of A.) | |
| Sigsworth, Mrs. E. | Instructor | Full time | | |
| Sudre, Miss E. | Instructor | Part time | B.A. (U. of A.) | |
| Thompson, A. T. | Instructor | Full time | B.Ed. (U. of A.) | 6 classes toward M.Ed. |
| Turner, D. J. | Instructor | Full time | B.Sc. (Brigham Young) | 4 classes (U.A.C.) |
| Tyson, E. G. | Director Night School | Full time | B.Sc. (U. of A.) | |
| Vincent, Rev. S. R. | Instructor, Dean | Full time | B.Sc., B.Ed., (U. of S.) B.D., S.T.M. (Oberlin) | |
| Walker, Jean | Instructor | Full time | B.A. (Mt. Allison) | |
| Willmott, Mrs. M. K. | Instructor, Librarian | Full time | B.A. (Ohio Wesleyan), M.A. (Columbia T.C.) | |
| Woytowich, Mrs. E. | Instructor | Full time | B.Sc. (U. of M.) | Work toward B.Ed. |
| Young, F. G. | Instructor | Full time | B.A., M.A. (U. of A.) | Summer Session at Columbia T.C. |

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|--------------------------------------|--|------------------------------|--|---|
| | 14 years | 2 years | A.T.A. | |
| | 19 years | 6 years | A.T.A., Eng. Specialists' Council | |
| | 2 years | 2 years | A.T.A. | |
| | 5 years | 1 year | N.C.T.E. | |
| | 29 years | 6 years | A.T.A., Assn. Priv. Schools of Alberta | |
| | 12 years | 1 year | | |
| | 34 years | 6 years | | |
| | 20 years | 10 years | Math. Assn. of America | |
| | 3 years | 3 years | | |
| | | 4 years | A.T.A. | |
| | 24 years | 8 years | Nat. Council Family Relations; Pacific N.W. Council of Family Relations | |
| | 20 years | 5 years | A.T.A., Bus. Educ. Council | |
| | | 10 years | Eng. Council; Can. Lib. Assn., Am. Lib. Assn. | |
| | 3 years | 1 year | A.T.A. | |
| | 47 years | 1 year | Royal Society of Arts, London, England | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|--------------------------|--|--|--|--|
| Brooks, Ben H. | Director of Athletics | Full time | B.Sc., M.Sc. (Brigham Young) | |
| Chimbos, Peter | Instructor | Full time | B.A. (Great Falls) M.A. (Montana State) | |
| Cook, Charles H. | Head, Dept of Business Admin. | Full time | L.L.B. (University of Sask.) M.B.A. (Univ. Western Ontario) | 1 class |
| Dyer, Mrs. Lucy J. | Instructor | Part time | B.Sc. (Univ. of New Brunswick) M.Sc. (Univ. of Western Ontario) | |
| Dyer, R. G. | Instructor | Full time | B.B.A. (Univ. of New Brunswick) M.B.A. (Univ. Western Ontario) | |
| Feader, Myles Stanford | Director of Development | Full time | B.A. (Queens); B.Comm (U. of Ottawa) M.B.A. (Univ. Western Ontario) | 12 classes |
| Garner, Mrs. Beatrice M. | Instructor | Part time | B.Sc. (South Dakota State College) M.A. (Michigan State Univ.) | |
| Gutman, H. G. | Instructor | Part time | B.Comm (Univ. of Alberta) C.A. (Univ. of Alberta) | |
| Hassett, J. H. | Instructor | Part time | B.A. (Univ. of British Columbia) M.Sc. (Univ. of B.C.) | |
| Horne, Mrs. E. Joyce | Instructor | Part time | B.A., M.A. (Univ. of Manitoba) | |
| Kelly, Owen A. | Instructor Director, High School | Full time | B.A., M.A. (U. of A.) | |
| Kenyon, John C. | Instructor | Full time | B.Sc. (Univ. of Alberta) | 3 classes towards Master's Degree |
| McCready, Ralph W. | Instructor, Director Junior College | Full time | B.Sc. (U. of A.), M.Sc. (U. of Illinois) | |

Junior College (U.A.C. approved)

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|--|-------------------------------------|
| | 5 years | 2 years | | |
| Sociology, Psychology | 2 years | 2 years | Nat. Sociol. Honor Society | |
| To D.B.A. | | 4 years | Amer. Management Soc., B.C. Law Soc., Calgary Personnel Assn. | |
| | | 1 year | | |
| | | 1 year | | |
| Economics | 38 years | 5 years | Distributive Ed. Assn. of America; Soc. of Cost Accountants (Alta.) | |
| | 13 years | 1 year | | |
| | 12 years | 3 years | | |
| | 12 years | 1 year | | |
| | 8 years | 1 year | Psychological Assn. of Alberta | |
| | 33 years | 21 years | Alberta Teachers' Assn. | |
| Mathematics | 3 years | 3 years | | |
| | 28 years | 20 years | Alberta Teachers' Assn. | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|--------------------|------------------------|--|--|--|
| McKay, James S. | Instructor | Part time | M.A. (Glasgow) | Ed.B. Diploma; Licentiate in French; Certificate, Philosophy |
| McLeod, N. L. | Instructor | Part time | B.Ed., M.A. (U. of A.) | 1 year |
| Selmser, C. B. | Instructor | Part time | B.Sc. (Union College) M.Sc. (McGill) | 5 classes (U. of T.) |
| Stephenson, G. E. | Instructor | Part time | B.A., M.A. (U. of A.) | 2 classes (U. of A.) |
| Wyckham, R. G. | Instructor, Counsellor | Full time | B.A. (Waterloo) M.B.A. (Univ. Western Ontario) | |

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|--|--|
| | 11 years | 4 years | Alberta Teachers' Assn. | |
| History | 6 years | 1 year | Alberta Teachers' Assn. | |
| | 22 years | 1 year | C.S.E.G.; Prof. Eng. Alta. | |
| Psychotherapy & Statistics | 9 years | 2 years | Psych. Assn of Alta; Acad of Religion & Mental Health | |
| | 2 years | 2 years | | Cases in Nursing Admin. Problems (To be published) |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|---------------------------|-----------------------|--|--|--|
| Anderson, Frank W. | Instructor | Part time | B.A. (U. of S.); B.S.W., M.S.W. (U. of T.) | |
| Bediz, P. I. | Instructor | Part time | Geol. Eng., M. Geol. Eng. (Col. Sch. Mines) | |
| Coats, D. B. P. | Instructor | Part time | | |
| Cormack, Mrs. Jo | Instructor | Part time | B.A. (U. of A.) | |
| Halstead, Mrs. Donelda M. | Head, Careers | Full time | B.A. (U. of M.) | |
| Hepher, P. | Instructor | Part time | B.A. (U.B.C.), B.J. (Carleton) | |
| Paterson, Mrs. Leona | Instructor | Part time | A.T.C.M. | |
| Sigsworth, E. | Instructor | Part time | | |
| Spring, M. A. | Head, Engineering | Full time | B.Sc. (U. of A.), P. Eng. (A.P.E.A.) | |
| Thompson, A. T. | Instructor | Full time | B.Ed. (U. of A.) | 6 courses toward M.Ed. |
| Walker, Mrs. J. | Instructor | Full time | B.A. (Mt. Allison) | |
| Willmott, Mrs. M. K. | Librarian, Instructor | Full time | B.A. (Ohio Wesleyan) M.A. (Columbia T.C.) | |
| Wilson, A. | Instructor | Part time | | |
| Wilson, W. J. | Instructor | Part time | B.A. (U. of M.) | 1 year toward M.A. |
| Paterson, Rev. J. L. | Instructor, Chaplain | Part time | B.A., B.D. (United College) | 1 year toward S.T.M. |
| Judge, Rev. P. R. | Instructor, Chaplain | Part time | B.A. (Sir Geo. William, B.D. McGill) L.Th. (Mil. Diocesan Theol. Coll.) | |
| Kelly, Father J. C. | Instructor | Part time | | |

Junior College (not U.A.C. approved)

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|--|-------------------------------------|
| Geology | 8 years | 2 years | | |
| | 20 years | 1 year | | |
| | 45 years | 1 year | | |
| Guidance | 6 years | 5 years | | |
| | 14 years | 1 year | | |
| | 12 years | 1 year | | |
| | | 11 years | A.P.E.A. | |
| | 20 years | 10 years | Math. Assn. of America | |
| | | | | |
| | 1 year | 1 year | | |
| | | 2½ years | | |
| | 9 years | 1 year | | |
| | | | | |
| | | 1 year | | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|-------------------------|---------------------------------|--|---|--|
| Garrett, Mrs. E. | Instructor | Part time | B.Sc. (Mt. Allison) | |
| Hepburn, Mrs. Evelyn M. | Instructor | Part time | | |
| Hepburn, J. W. | Director, Secretarial School | Full time | | |
| Kernick, Laurel K. | Instructor | Full time | | |
| Powell, Mrs. Edna | Instructor | Full time | | |

Secretarial School

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|--------------------------------------|--|------------------------------|---|---|
| | 4 years | 1 year | Calgary Home Economics Assn. | |
| | 14 years | 7 years | | |
| | 36 years | 20 years | | |
| | 40 years | 12 years | | |
| | 19 years | 12 years | | |

Other Junior College Teaching (Career, Terminal, etc.)

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|--------------------|---|--|--|-------------------------------------|
| Francis, J. D. | Instructor | Part time | B.Comm (U. of A.), M.Sc. (Boston) | |
| Galelli, G. | Instructor | Part time | B.Sc. (U. of A.), M.B.A. (Harvard) | |
| Groberman, Mrs. B. | Instructor | Part time | B.I.D. (U. of M.) | |
| Hepher, P. L. | Instructor | Part time | B.A. (U.B.C.), B.J. (Carleton) | |
| Hunter, R. A. | | | | |
| Knowlton, G. L. | | | | |
| Nicholl, R. G. C. | | | | |
| O'Connor, R. H. | | | | |
| Lockhart, D. L. | Instructor, Head Public Relations & Publicity | Full time | B.A., B.D. (Irish Baptist Seminary) | |

Other Junior College Teaching (Career, Terminal, etc.)

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|--|-------------------------------------|
| | 10 years | 2 years | Can. Public Relations Soc. | Master's Thesis |
| | 3 years | 1 year | Alta. Prof. Eng., E.I.C. | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|-----------------------|---|--|---|--|
| Dougherty, Mrs. J. M. | Counsellor | Part time | B.Sc. (St. Louis) M.A. (Templeton Univ.) | |
| Hawkes, F. J. | Director, Student Personnel Services | Full time | B.A. (Sir Geo. William Univ.) | 1 class 3 classes |
| Snider, Mrs. E. | Counsellor | Part time | B.S., M.S. (Univ. of Idaho) | 24 semester hours |
| Wyckham, R. G. | Counsellor | Part time | B.A. (Waterloo College) M.B.A. (Univ. of Western Ont.) | |

Counselling Division

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|--------------------------------------|--|------------------------------|---|---|
| Sociology Psychology | 4 years | 1 year | Alberta Teachers' Assn. | |
| | 7 years | 2 years | | A new concept in Community Approach Forum 1961 |
| | 11 years | 1 year | | |
| | 2 years | 2 years | | Cases on Nursing Administration Problems |

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|--------------------|--------------------------------------|--|--|--|
| Anderson, Gail | Instructor - Violin | Part time | A.R.C.T. | 3 years toward B. Mus. |
| Bach, John S. | Instructor - Violin Conductor | Full time | L.R.A.M., A.R.A.M., A.R.C.M. | 2 summer courses |
| Cardell, H. | Instructor - Percussion | Part time | | |
| Clarke, M. | Instructor - Piano | Part time | A.T.C.M. | |
| Cross, B. | Instructor - Piano | Full time | A.R.C.T., A.M.R.C., L.M.R.C. | Work toward Assoc. Mus., Lic. Mus. |
| Enns, Larry | Instructor - Piano | Part time | | |
| Hazai, Magda | Instructor - Piano | | | |
| Hodgson, Mary | Instructor - Piano & Theory | Part time | L.R.A.M., A.R.C.M., A.B.S.M., | A.B.S.M.(T.T.D.) |
| Hodgson, Peter J. | Director of Music | Full time | L.R.A.M., A.R.C.M., A.R.C.O., A.R.C.C.O., L.T.C.L. | Classes toward B.Mus. and M.Mus. |
| Leacock, L. H. | Instructor - Piano & Theory | Full time | A.T.C.M., L.R.A.M. | |
| Mapplebeck, C. | Instructor - Piano & Theory | Part time | A.R.C.T., L.M.R.C., A.M.R.C., L.T.C.L. | |
| Marsden, D. | Instructor - Piano, Theory, Organ | Part time | B.A. (U.W.O.), F.R.C.O., L.R.A.M., A.R.C.M., A.R.C.M.(organ) | |
| Mirtle, J. | Instructor - Trumpet | Part time | L.R.A.M. | |
| Paterson, Leona | Director, Speech Dept. | Full time | A.T.C.M. | |

Conservatory of Music

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|--|---------------------------------------|
| (U. of A.) (U. of A.) | | 4 years | | |
| | 40 years | 14 years | R.M.T.A., Calgary Protective Musicians Union | Music composition of orchestra & song |
| | 32 years | 1 year | | |
| | 27 years | 2 years | | |
| | 2 years | 2 years | Piano Diploma Assn. Calgary | |
| | | | | |
| | 19 years | 6 years | Incorp. Soc. of Musicians, London; Allied Arts Centre | |
| | 17 years | 8 years | Royal College Organists; Can. Music Educators; Allied Arts Council; M.R.C. Senate | |
| | | 40 years | Registered Music Teachers' Assn. | |
| | | 4 years | Musician's Union | |
| | 6 years | 1 year | Royal College Organists; Royal Can. College Organists | |
| | 4 years | 1 year | | |
| | | 17 years | Speech Assn. of America; Society of Teachers of Speech & Drama; English speaking Board (Liverpool) | |

DATA SHEET

THE INSTRUCTIONAL

| Members of Faculty | Rank or Position | Nature of Appointment (full-time, part-time, special) | Degrees and Institutions Granting Them | Graduate Work Beyond Highest Degree |
|--------------------|---------------------------------|--|--|--|
| Ramsay, H. | Instructor - Voice Conductor | Full time | Lic. Mus. (McGill); F.T.C.L. F.Amer. Inst. Pedagogy | 4 summer workshops Courses Nat. Assoc of Teachers of Singing |
| Robinson, A. | Instructor - Piano | Full time | A.R.C.T., A.M.R.C., L.M.R.C. | |
| Vanderweerd, M. | Instructor - Trumpet | Part time | | 2 semesters Trumpet |
| Southard, June | Instructor - Piano & Theory | Full time | A.R.C.T. | Work towards A.M.R.C. |
| Van Zweeden, W. | Instructor - Piano & Flute | Part time | | |
| Ward, A. | Instructor - Theory & Organ | Part time | B.Mus.(U. of T.), F.R.C.O., L.R.A.M. | |
| Wilk, Rita | Instructor - Speech | Part time | Permanent Standard Certif. | Summer classes in Speech |
| Wilson, A. | Instructor - Piano & Singing | Part time | F.T.C.L. | |
| Zaitzeff, L. | Head, String Dept. | | | |

No. VIII.

STAFF

| Fields of Graduate Specialization | Total Teaching and/or Professional Experience | Years in This Institution | Membership in Scholarly and Professional Organizations | Publications During Past Five Years |
|-----------------------------------|---|---------------------------|---|-------------------------------------|
| | 44 years | 16 years | Amer. Fed. Musicians; Nat. Assn. Teachers of Singing | |
| | 4 years | 4 years | | |
| | | 2 years | | |
| | 7 years | 2 years | | |
| | 26 years | 2 years | | |
| | | 2 years | Royal College Organists; Royal Canadian College Organists | |
| | 26 years | 5 years | Council for Exceptional Children; Speech Assn. America | |
| | 32 years | | Musicians' Union | |
| | 26 years | 2 years | | |

TO Dr. R. N. Anderson

Date October 21, 1963

FROM Dr. F. E. Churchley

Re: Mount Royal College Conservatory of Music

Most of the diplomas listed in your memo fall into two categories: Associateship and Licentiateship. These diplomas indicate a certain proficiency in performance skills and theoretical work, but since they are awarded externally to anyone applying for the examinations, regardless of their teachers' qualifications, the diplomas do not necessarily guarantee any specific standards.

The L.R.C.T. diploma is however, of quite a high standard and indicates that the holder followed an intensive course of two to three years at the Royal Conservatory of Music, Toronto, under a well qualified faculty member approved by the Principal.

The F.T.C.L., also is generally regarded as a good diploma (Fellow of the Trinity College of Music, London), although I have been unable to find out the specific requirements for it. A Fellowship diploma is usually of a higher standard than an Associateship.

Another diploma of value is the Mus. G. Paed. This is given by the University of Western Ontario to students who have taken a year of music pedagogy at U.W.O., usually following an Arts degree. Since they are now setting up a B.Mus. music specialist course at Western, they are planning on dropping the Mus. G. Paed.

The rest of the diplomas are of approximately equal value, but may have been taken in different fields (for example: piano, organ or voice.)

| | |
|-------------------|--|
| L.R.A.M. | Licentiateship of Royal Academy of Music, London. |
| A.R.C.M. | Associateship of Royal College of Music, London. |
| A.R.C.O. | " " " " " Organists |
| A.R.C.C.O. | " " " Canadian College of Organists. |
| A.B.S.M. | " " Birmingham School of Music. |
| A.R.C.O. (CHM) | " " " College of Organists (Choirmaster) |
| A.Mus. U. of A. | " of Music, Western Board of Music in Alberta. |
| A.T.C.M. | " of Toronto Conservatory of Music (taken prior to about 1945) |
| A.R.C.T. | " of Royal Conservatory of Music Toronto |
| A.M.R.C. | " of Mount Royal College |
| L.R.M.C. | Licentiateship of Mount Royal College |
| A.T.C.L. | Associateship of Trinity College, London |
| F.N.A.T.S. | Fellow of the National Association of Teachers of Singing. |
| L. Mus. | Licentiateship in Music |
| A.R.A.M. | Associateship of Royal Academy of Music, London. |
| A.Mus. (W.B.Sask) | Associateship in Music of Western Board in Sask. |

F. E. Churchley,
Department of Fine Arts.

FEC:eh

DATA SHEET # IX

FACULTY ORGANIZATION, MEETINGS AND COMMITTEES

Please provide data on each item on a separate sheet.

1. The general authority vested in the faculty by charter, constitution, rules and regulations or other documents.
2. Those eligible to vote on matters under faculty control.
3. Subdivisions of the faculty, indicating authority delegated to them.
4. Frequency of divisional faculty meetings. Who presides?
5. Subjects discussed (general classification only).
6. Whether minutes are regularly kept and made available for faculty reference.
7. Number and function of standing committees.
8. Evidence of individual and collective faculty participation in the formation of educational policy.
9. Procedure for procuring candidates to fill vacancies. What information is called for? (Use check list here or, if the institution has forms, they should be provided.)
10. What persons participate in selection? Who makes final selection? By whom, if anyone, is their selection approved?
11. Procedure for determining promotions.
12. Procedure followed when it becomes necessary to dismiss a faculty member.

FACULTY ORGANIZATION, MEETINGS AND COMMITTEES

DATA SHEET # IX

1. The charter does not vest any authority in the Faculty. It does provide that the Faculty be part of the Senate but this body is given no power. By tradition, the Faculty has been asked to make decisions on certain administrative details.
2. The entire Faculty, meaning full-time teachers, vote on matters presented to it.
3. (a) The High School Faculty
(b) The Junior College Faculty
(c) The Secretarial School Faculty
(d) The Conservatory of Music and Speech Arts

No authority is specifically given to the Faculty. The various groups are asked to make decisions on certain administrative details. The meetings are usually to give out information.

4. The High School, Junior College, and Secretarial School Faculties meet at least once a month or when the need arises. They are presided over by the Director of the Division. The Conservatory of Music and Speech Arts meets four times per academic year. The Principal presides.
5. Subjects:
 - (1) Dates for examinations
 - (2) Report cards
 - (3) Attendance and Discipline
 - (4) Plans for special events
6. Minutes are kept and usually distributed.
7. The Administrative Advisory Council, composed of the Principal, the Dean, the Registrar, the Business Manager and Heads of Departments, meets weekly and exercises an advisory function on matters of discipline, student activities and other problems that may arise.
8. None.
9. Application form attached (see following page)
 - (a) Advertisements in newspapers
 - (b) Information regarding vacancies sent to Universities in Canada and the United States.
 - (c) Very often teachers write to enquire regarding vacancies or make a personal visit.

10. (a) The Director of the Division) if these persons are
The head of the Department) available.
- (b) the Principal
- (c) the appointments are reported to the Board of Governors for approval.
11. There is no formula for promotion. The Salary Schedule negotiated by the A. T. A. is used for salary increases. The present Salary Schedule provides for merit increases but the machinery for the consideration of merit increases has not been established.
12. The head of the appropriate department reports to the Principal. The Principal interviews the faculty member concerned and attempts to arrive at a mutually satisfactory solution to the problem if action must be taken immediately. Otherwise, the provision for terminating agreements contained in the Salary Schedule is used.
- (See attached Salary Schedule).

Application for Teaching Position at Mount Royal College

NAME IN FULL.....

ADDRESS..... Telephone No.

DATE OF BIRTH..... PLACE..... RACIAL ORIGIN.....

RELIGIOUS DENOMINATION.....

MARRIED..... SINGLE..... SEX and Ages of Children.....

1..... 2.....

3..... 4.....

QUALIFICATIONS

(1) Type and number of teaching certificate.....

(2) University Degrees - (Give University and Date)

1.

2.

3.

4.

(3) Special Qualifications (Special Certificates, etc.)

EXPERIENCE (Secondary Schools & Universities only)

| <u>Place</u> | <u>Date</u> | <u>Subjects</u> |
|--------------|-------------|-----------------|
|--------------|-------------|-----------------|

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| 1. | | |
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| 2. | | |
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| 3. | | |
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| 4. | | |
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PRESENT POSITION.....

Salary..... No. of years in this position.....

REFERENCES

| <u>Name</u> | <u>Address</u> | <u>Position</u> |
|-------------|----------------|-----------------|
|-------------|----------------|-----------------|

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|---------|--|--|
| 1. | | |
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| 2. | | |
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| 3. | | |
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TEACHING PREFERENCES (List subjects in order of preference)

| | |
|---------|---------|
| 1. | 4. |
|---------|---------|

| | |
|---------|---------|
| 2. | 5. |
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| 3. | 6. |
|---------|---------|

(1) Additional information may be written in a letter.

(2) The applicant must send a complete transcript of his University record.

(3) The applicant , in making this application indicates that he is familiar with the Regulations governing the employment of teachers as agreed to by the Board of Governors of Mount Royal College and the Mount Royal College Academic Teachers Association.

Date..... Signature of Applicant.....

MOUNT ROYAL COLLEGE - TEACHERS' AGREEMENT

The Board of Governors of Mount Royal College, Calgary, Alberta,
 -and-
 The Academic Teachers' Association of Mount Royal College,
 Calgary, Alberta,

Agree that the following shall be the contract of employment
 between the Board of Governors and the Academic Teachers'
 Association commencing on September 1st, 1962.

1. Definitions

For the purpose of this agreement "teacher" shall be defined as follows:

- (a) Full-time teacher -- means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta, who is employed full-time by Mount Royal College in the capacity of:
 - 1. a teacher, or
 - 2. a librarian devoting full-time to the work of the College, or
 - 3. other official engaged in a supervisory capacity in the High School Division of Mount Royal College.
- (b) Part-time teacher -- means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta not employed as in Sec. 1(a) above.
- (c) Substitute teacher -- means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta, who is employed on a day-to-day basis to provide teaching service in any classroom which is temporarily without a teacher.
- (d) Supervisor - means any person engaged to supervise a class in the absence of a teacher.

2. Basic Salary Schedule.

| <u>Steps</u> | <u>Category "A"</u> | <u>Category "B"</u> | <u>Category "C"</u> |
|--------------|---------------------|---------------------|---------------------|
| 1. | \$4900.00 | \$5300.00 | \$5700.00 |
| 2. | 5100.00 | 5500.00 | 5900.00 |
| 3. | 5300.00 | 5700.00 | 6100.00 |
| 4. | 5500.00 | 5900.00 | 6300.00 |
| 5. | 5700.00 | 6100.00 | 6500.00 |
| 6. | 5900.00 | 6300.00 | 6700.00 |
| 7. | 6100.00 | 6500.00 | 6900.00 |
| 8. | 6300.00 | 6700.00 | 7100.00 |
| 9. | 6500.00 | 6900.00 | 7300.00 |
| 10. | 6700.00 | 7100.00 | 7500.00 |
| 11. | 6900.00 | 7300.00 | 7700.00 |
| 12. | 7100.00 | 7500.00 | 7900.00 |
| 13. | 7300.00 | 7700.00 | 8100.00 |
| 14. | 7500.00 | 7900.00 | 8300.00 |
| 15. | 7700.00 | 8100.00 | 8500.00 |

- 100
- (a) Rate for Part-time teachers - \$4.00 per hour
 - (b) Rate for Substitute teachers - 4.00 per hour
 - (c) Rate for Supervisors - 3.00 per hour

Definitions of Categories in the Basic Salary Schedule

- Category "A" - One Bachelor's Degree from a recognized University.
- Category "B" - Two Bachelor's Degrees from recognized Universities;
or one complete year's credit towards a Master's Degree.
- Category "C" - A Master's Degree from a recognized University.

3. Provisions Regarding Salary.

- (a) All members of the Academic Teachers' Association shall be paid according to the basic salary schedule. A list of members shall be submitted to the Board of Governors by the Association.
- (b) Added to the basic salary shall be allowance for experience before entering the employ of the Board of Governors. Experience shall include full-time teaching in a Senior High School, Academic teaching in a College or University, and war service following professional training, and shall be computed as follows :

| | | |
|------------------|---|----------|
| Up to 2 years | - | \$200.00 |
| 3 & 4 years | - | 400.00 |
| 5 & 6 years | - | 600.00 |
| 7 & 8 years | - | 800.00 |
| 9 & 10 years | - | 1000.00 |
| 11 years or more | - | 1200.00 |
- (c) The Board may pay a salary above the schedule to a teacher with special qualifications.
- (d) The President of the Association shall confer with the Principal of the College should inequities arise in the implementation of the schedule and, if not satisfied, shall request a conference with the Academic Faculty Committee of the Board.
- (e) Salaries shall be paid in twelve equal monthly instalments no later than the last teaching day of each month provided that at the end of June in any year salary for both June and July shall be paid.
- (f) Promotion from one step to another on the Basic Salary Schedule shall be by action of the Academic Faculty Committee of the Board of Governors on recommendations after conferring with a Committee appointed by the Teachers' Association to consider increases in salary on the basis of merit.

4. In-Service Training and Sabbatical Leave:

- (1) In the event that a staff member of five years' standing wishes to attend Summer School for the purpose of improving his qualifications to teach, the Board of Governors will grant such staff member \$250.00

for expenses incurred not more often than three times in ten years, said grants to be available in succession, or at intervals, according to the needs of the applicant.

- (2) Permanent members of this bargaining unit holding other valid certification, who are required to attend Summer School for the purpose of obtaining valid certification in Alberta, shall be entitled to financial assistance for one Summer School from the Board of Governors of Mount Royal College. This assistance will be limited to \$250.00 and the teacher must undertake to remain on the staff at least two years following such aid.
- (3) (a) Sabbatical leave -- shall mean that a period of leave of absence shall be granted by the Board of Governors to a teacher for the following reasons:
 - 1. Study for the purpose of advancing the academic or professional standing of the teacher;
 - 2. Travel or experience directly profitable to the teaching service;
- (b) Teachers with ten or more years of service with Mount Royal College shall be eligible to apply for leave of absence for the above-listed reasons, and shall undertake not to resign for at least two years after their return.
- (c) The allowance in lieu of salary shall be \$2,500.00 if the leave is for a school year, and proportionate according to the fraction of the school year used, if less than one school year.
- (d) Teachers granted leave of absence for a school year shall retain their administrative position and seniority and be granted their annual increment during such leave.

5. General Provisions

- (a) The first two years of any instructor's services at the College shall be considered a probationary period, whatever his scheduled position on appointment, but this shall not otherwise alter his status. If he does not receive notice of dismissal by May 15th of either of his probationary years, he shall be considered to be a permanent member.
- (b) Teachers will assume a reasonable number of hours of teaching and daytime supervision. Proposed schedules shall be submitted to a committee of the Teachers' Association for approval at least one week before the opening of any semester.
- (c) The teachers agree to supervise and share in the extra curricular activities of the Student Body.
- (d) The teachers recognize that Mount Royal College is a Secondary School of the United Church of Canada and will participate in religious activities of the College and will open the first class in the morning with an appropriate devotional period.
- (e) The contract of employment shall be made by an exchange of letters between the Principal and the teacher and shall continue from year to year but may be terminated as follows:-

- (a) By the Board of Governors giving notice in writing of termination of contract, prior to May 15th of any year; such termination to become effective on June 30th of the same year; with the promise by the Board of Governors that no negotiations will be conducted for the replacement of such teacher before he has been notified.
- (b) By a teacher giving notice in writing of termination of contract prior to June 15th of any year, such termination to become effective at the end of June in the year in which it is given, with the understanding that a teacher advise the Board of Governors immediately when he accepts another position.
- (c) Under exceptional circumstances the contract may be terminated at another date by mutual consent of teacher and Board of Governors.
- (f) Every teacher shall have the right of being heard before a representative body of the Board of Governors and the teaching staff after notice in writing of summary dismissal or termination of contract and before the termination date given. Notice of such appeal must be given in writing within fifteen days from the date of notification.
- (g) Any teacher may be suspended or dismissed summarily for gross misconduct, neglect of duty or for refusal or neglect to obey a lawful order of the Board of Governors.
- (h) Teachers shall be notified in June as to what subjects they will be required to teach in the following Semester, as far as possible.
- (i) The Board of Governors will pay 50% of the monthly dues of academic teachers who are members of the Blue Cross and Medical Services Plans. A Dominion Government Annuity Plan is available to all teachers on the basis of monthly deduction of 5% from the teacher's salary, and a contribution of an equal amount by the Board of Governors.
- (j) A teacher who has been ill for a period in excess of five teaching days must present a doctor's certificate covering the period of illness. The salary of a teacher will be paid in full during an illness to a limit of three months.
- (k) Either the Board of Governors of the teachers shall have the right to consider the revision of the salary schedule, either in whole or in part, at any time upon giving 30 days notice of such contemplated revision to the other party provided, however, that such notice shall be given on or before March 15th in order that any revision shall become effective on the first day of September following the 15th March above mentioned.

Agreed to in the City of Calgary, Province of Alberta, on the 27th day of June 1962.

.....
for the Academic Teachers Assoc'n.

.....
for the Board of Governors
Mount Royal College.

DATA SHEET # X

TEACHING LOAD

Please provide the following information on Faculty Load.

| A. <u>Name of Faculty Member</u> | <u>Teaching Load in Hours Per Week.</u> | <u>Division of Time for Other Duties .</u> |
|----------------------------------|---|--|
|----------------------------------|---|--|

B. Please provide the following information on Student Enrolment:

- (1) High School enrolment - full-time students
- (2) High School enrolment total (including part-time)
- (3) Junior College enrolment - full-time students
- (4) Junior College enrolment total (including part-time)

C. Please provide a statement on Faculty-Student load expressed
by determining the ratio of number of full-time students to
equivalent of full-time staff members.

DATA SHEET # X

TEACHING LOAD

1.

| <u>NAME</u> | <u>TEACHING LOAD</u> | <u>DIVISION OF TIME</u> |
|-----------------------|----------------------|--|
| Allan, H. H. | 21 hours | all H. S. |
| Anderson, Frank | 9 hours | all J. C. |
| Anderson, R. S. | 21 hours | all H. S. |
| Bediz, P. | 2 hours | all J. C. |
| Brooks, B. | 5 hours 5 hours | 1/2 J. C. 1/2 H. S. |
| Brown, J. A. | 14 hours | 2/3 H. S. 1/3 Administration |
| Brydon, M. A. | 21 hours | all H. S. |
| Chimbos, P. | 9 hours | all J. C. |
| Clayton, Mrs. B. M. | 14 hours | all H. S. |
| Coats, D. B. P. | 6 hours | all J. C. |
| Cook, C. H. | 9 hours | 2/3 J. C. 1/3 B. D. P. |
| Cormach, Mrs. Jo | 1 hour | all J. C. |
| Deutsch, O. H. | 21 hours | all H. S. |
| Dougherty, Mrs. J. M. | 14 hours | 2/3 H. S. 1/3 Counselling |
| Driscoll, Mrs. M. | 7 hours | all H. S. |
| Dyer, Mrs. L. J. | 19 hours | 1/4 H. S. 3/4 J. C. |
| Dyer, R. G. | 12 hours | all J. C. |
| Feader, M. S. | 9 hours | 2/3 J. C. 1/3 Night admin. |
| Francis, J. D. | 3 hours | B. D. P. |
| Garrett, Mrs. E. | 24 hours | all Secretarial |
| Gallagher, G. | 3 hours | B. D. P. |
| Godwin, A. T. | 21 hours | all H. S. |
| Groberman, Mrs. B. | 4 hours | all J. C. |
| Gutman, H. G. | 8 hours | all J. C. |
| Halstead, Mrs. D. M. | 9 hours | all J. C. |
| Hassett, J. H. | 5 hours | all J. C. |
| Hawkes, F. J. | 21 hours | all Counselling |
| Hepburn, J. W. | 24 hours | all Secretarial |
| Hepburn, Mrs. J. W. | 12 hours | all Secretarial |
| Iftody, M. J. | | Public Relations & Publicity |
| Hepher, P. | 4 hours | all J. C. |
| Hunter, R. A. | 3 hours | B. D. P. |
| Jaycock, Mrs. A. | 14 hours | all H. S. |
| Kelly, Father J. | 1 hour | all J. C. |
| Kelly, Owen A. | 9 hours | 1/2 J. C. 1/2 H. S. |
| Kenyon, J. C. | 12 hours | all J. C. |
| Kernick, L. K. | 24 hours | all Secretarial |
| Knowlton, G. L. | 3 hours | B. D. P. |
| Law, M. A. | 14 hours | 2/3 H. S. 1/3 Counselling |
| Layton, Mrs. E. I. | 7 hours | all H. S. |
| Linton, Mrs. Q. M. | 21 hours | all H. S. |
| Lockhart, D. L. | 3 hours | B. D. P. Public Relations & Publicity |

| <u>NAME</u> | <u>TEACHING LOAD</u> | <u>DIVISION OF TIME</u> |
|-----------------------|----------------------|-------------------------------|
| Lofthouse, Miss E. H. | 21 hours | all H. S. |
| Lunsford, E. M. | 14 hours 3 hours | 2/3 H. S. 1/3 J. C. |
| McCready, R. W. | 7 hours 5 hours | 1/3 H. S. 2/3 J. C. |
| McKay, J. S. | 5 hours | all J. C. |
| Mills, Mrs. R. | 7 hours | all H. S. |
| Morley, F. S. | 9 hours | all J. C. |
| Muir, Rev. F. L. C. | 21 hours | all H. S. |
| Nicholl, R. G. C. | 3 hours | B. D. P. |
| O'Connor, R. H. | 3 hours | B. D. P. |
| Oldfield, Mrs. W. | 21 hours | all H. S. |
| Pashak, L. B. | 21 hours | all H. S. |
| Paterson, Mrs. L. | 2 hours | all J. C. |
| Powell, Mrs. E. | 24 hours | all Secretarial |
| Selmser, C. B. | 5 hours | all J. C. |
| Sigsworth, Mrs. E. | 5 hours | 1/2 J. C. 1/2 H. S. |
| Snyder, Mrs. E. | 3 a.m.'s /week | all Counselling |
| Spring, M. A. | 12 hours | all J. C. |
| Stephenson, G. E. | 6 hours | all J. C. |
| Sudre, Miss E. | 21 hours | all H. S. |
| Thompson, A. T. | 14 hours 5 hours | 1/2 H. S. 1/2 JC |
| Turner, D. J. | 21 hours | all H. S. |
| Tyson, E. G. | 14 hours | 2/3 H. S. 1/3 Eve. classes |
| Vincent, S. R. | 14 hours | 2/3 H. S. 1/3 Admin. |
| Walker, Mrs. J. | 14 hours 14 hours | 1/2 H. S. 1/2 J. C. (typing) |
| Willmott, L. E. | | Administration |
| Willmott, M. K. | 7 hours | 1/2 H. S. 1/2 J. C. (library) |
| Wilson, W. J. | 3 hours | all J. C. |
| Wilson, A. | 1 hour | all J. C. |
| Woytowich, Mrs. E. | 21 hours | all H. S. |
| Wyckham, R. C. | 15 hours | 2/3 J. C. 1/3 Counselling |
| Young, F. G. | 21 hours | all H. S. |

"Full-time equivalent" faculty:

- (a) Junior College - 19
- (b) High School - 22

2. Student Enrolment - Fall Semester 1963

- (a) Junior College - 276 ("full-time equivalent")
- (b) High School - 573 ("full-time equivalent")

3. Student-Faculty ratio in terms of "full-time equivalent" students and faculty - (Fall Semester 1963)

- (a) Junior College 14.5:1
- (b) High School..... 26.0:1
- (c) Composite Faculty-Student ratio..... 20.7:1
- (d) Average ratio for similar institutions as reported
by the Northwest Association of Secondary and
Higher Schools..... 13.0:1

DATA SHEET # XI

INSTRUCTION

The quality of instruction given may be evaluated in part on the basis of the training, experience, personality, interests and enthusiasm of the individual staff members, their load, the success of students after graduation, and through class visitations and rating. Further, the division is asked to show how it attempts to make instruction effective, to secure teaching competence, to induct new teachers into service, to adjust the program to student needs, and to evaluate the outcomes of its teaching program by tests and other means.

1. Provisions for the improvement of instruction

Provisions should be made for continuous improvement of instructional competence. Each division should report on the various programs used to accomplish such improvement. The following items are offered solely as suggestions for self-evaluation and reporting: (Please respond to each item on a separate sheet, even if the response is negative).

- (a) Special library facilities for faculty research.
- (b) Special laboratory facilities for faculty research and experimentation.
- (c) Opportunity to visit classes of other instructors in M. R. C. and in other institutions.
- (d) Counsel of specialists from outside institutions.
- (e) Organized division effort:
 - (i) to improve tests
 - (ii) to improve teaching procedures
 - (iii) to improve curricula
- (f) Assembling of alumni data.
- (g) Self-evaluations by instructor.
- (h) Staff evaluations of individuals.
- (i) Collection of student opinion for the improvement of teaching, curriculum, etc.
- (j) Faculty conferences, institutes, etc.
- (k) Availability of audio-visual aids.

2. Please report, on separate pages, on each of the following items:

- (a) Means employed in determining instructional competence of faculty staff members.
- (b) Recognition given for competence of instruction . (Salary or other.)
- (c) Program for assisting young instructors to increase in competence. What is done, similarly, to help older instructors?

- (d) Studies made, within the division, of teaching procedures, examinations, marks , or other problems relating to improvement of instruction.
- (e) Whether course outlines and analyses are prepared and available for faculty members within departments.
- (f) What has been done to adapt curriculum and instruction to differential abilities.
- (g) Rewards for high scholarship.
- (h) Any objective evidence to show how its students compare in scholarship with similar students in other institutions.
- (i) Percentage of students dropped from this division for poor scholarship during the past academic year.
- (j) Percentage not dropped but otherwise disciplined for poor scholarship during the past academic year. What disciplinary measures were employed?
- (k) Steps taken to promote the development of student leadership.

DATA SHEET # XI - INSTRUCTION

HIGH SCHOOL DIVISION

1. Provisions for the Improvement of Instruction

(a) Library Facilities

Language Department:

There are two sections in the library for the use of the language department. One contains dictionaries and a variety of texts, and the other, stories for the use of Junior College and High School students and staff. There are also some materials in the reading room which are of current interest.

Mathematics Department:

References advocated by the Department of Education are available. They are on the regular library shelves. There are a number of reference books dealing with the History of Mathematics, Mathematics, Modern Mathematics, Origin of symbols, etc. All are on the regular library shelf.

English Department:

Professional library provides books on teaching methods. There is also The English Journal and The English Teacher.

Social Studies Department:

A shelf in the College library is devoted to Social Studies and History texts for research purposes. These include texts listed in the official catalogue of the School Book Branch for the high school grades in Social Studies as well as supplementary books.

(b) Special Laboratory facilities for faculty research and experimentation.

Language Department:

There is a language laboratory in room 304 containing fourteen sections for the use of students listening to either tapes or records. In each section there is a head set equipped with a microphone so that the teacher may listen to the student or record what he says. There are two tape recorders, one set up for the playing of tapes and one for student recording. The control panel is set up for the broadcast of three programs, one from the record player and one from each of the tape recorders. The record player can be arranged to play through the panel to the student stations or it can be used separately to play records to the entire class.

This is available to the faculty for experimentation at any time when Room 304 is not being used for classes. It is usually free after the sixth period and any teacher of the Language Department can make arrangements to use it. It has been kept free at this time for their convenience.

English Department:

The regular library contains all the reference books available at M.R.C.

Mathematics Department:

Teaching machines: There are three different courses in algebra available in the library for use on teaching machines.

Television: can be used for Mathematics programs as desired.

(c) Opportunity to visit classes of other instructors.

The Director of the High School Division visits classes. Other instructors do not do this although there is no policy preventing it.

(d) Counsel of specialists from outside institutions.

Other than regular visits from the Inspector of High Schools there is no planned effort in this direction.

(e) Organized Divisional Effort to Improve Tests, Teaching Procedures and Curricula.

Language Department:

There has been little attempt in the 1963-64 year to organize testing since there were five classes of French 30 (three of which were taking the old course Nos Voisins Français, while the other two were on the new Senior French). Since classes had been in progress more than a month before arrangements with Edmonton were finalized for this to take place it has meant that the department has been somewhat disorganized in terms of any co-ordinated testing program. Maps of France are available for the use of classes, one is already in Room 304 and two others are ready to be put up as soon as the necessary hardware is installed. There are plans for a cupboard which will hold tapes and records for the use of the Language Department.

In French 10 and 20 courses the Junior French text which precedes the French 30 Senior French is being used. This should make for an easier transition for French 20 classes going on to French 30. Stories being used are Sept d'un Coup in French 10 and Enfants de Paris in French 20. These are designed to improve the students' reading ability and the understanding of written French.

Mathematics Department:

In Grade XII the Math 30 pre-final is generally set by the Head of the Department for the 250 Math students taking Math 30. It parallels the Math 30 Departmental examination. Math 20 examinations are set by the Math 20 teachers. All teachers interchange tests and discuss them. There has been an informal sharing of ideas concerning teaching procedures. Meetings of the Department have been infrequent but at the September 1963 meeting it was planned to have an organized schedule of meetings to discuss "Modern Mathematics". The courses are prescribed by the Department of Education. There has been a discussion of the possibility of substituting a different course for Math 21.

English Department:

Regular weekly meetings of Grade XII English teachers are held. Occasional meetings of Grade X and XI English teachers are held. Enrichment of course content, and improvement in methods and materials are discussed.

Social Studies Department:

Meetings are held periodically to discuss various types of tests. Generally, each member of the Department prepares his own tests. Curriculum and methods of teaching are also discussed and new techniques suggested. For example, team teaching was used experimentally.

(f) Assembling of alumni data

No data assembled.

(g) Self-evaluations by instructors

No organized or formal efforts have been made in this regard.

(h) Staff evaluations of individuals.

No organized or formal attempts have been made in this regard.

(i) Collection of student opinion for the improvement of teaching, curriculum, etc.

During the 1963/64 year a student evaluation form was used by most teachers.

(j) Faculty conferences, institutes, etc.

A fall conference of the entire College faculty is held annually. Teachers attend the Alberta Teachers' Association February conference on their own time. Some teachers attend the Alberta Teachers' Association Specialists' Councils held annually during the Easter recess. Mount Royal College pays a portion of their expenses.

(k) Availability of Audio-visual aids for improvement of instruction.

The College presently (Nov. 1963) owns the following items of Audio-Visual equipment:

- 1 Bell and Howell movie projector.
- 1 Viewlex combination slide and film strip projector.
- 2 record players requiring special outlets , such as radio, or the sound reproduction unit of the movie projector.
- 1 independent record player
- 1 Admiral portable T.V. set
- 2 Sony tape recorders
- 1 Language Lab with 14 student outlets
- 1 "Newcomb" record player P.A. combination, presently set in Room 201
- Assorted maps, located in various rooms about the College
- 1 film on the general subject of Life in Medieval Times, owned by M.R.C.
- 52 film strips useful for biology, social studies, and various business administration subjects.
- 1 overhead projector and Thermofax copier

The Commercial School makes major use of tape recorders (having one in more-or-less continuous operation), of one record player in the typing area, and of the movie projector in connection with certain night courses.

The High School makes most use of these aids, particularly of the movie projector, using films made available for use from the Department of Education. The College does not have a special projection room. Re-arrangement of classes is therefore necessitated.

DATA SHEET # XI - HIGH SCHOOL

2. (a) Means employed in determining instructional competence of faculty:

Annual Inspectors' visit.

Director of High School Division inspects new staff members.

(b) Formal recognition given for competence of instruction:

None.

(c) Program for assisting instructors to increase in competence:

After five years' service, a grant of \$250.00 towards summer school is available to faculty members. The Salary Schedule provides an incentive to improve academic status.

(d) Studies made within the division for the purpose of improving instruction:

Some departments meet regularly for this purpose. Their activities have largely taken the form of informal discussion of student achievement and methods of instruction. No formal study has been conducted.

(e) Course outlines and analyses:

Language Department:

Course outlines and analyses have not been available to the members of the Language Department.

Mathematics Department:

Course outlines in printed form come from the Department of Education and are available to all teachers. The only course outlines which have been altered are Mathematics 11 and 21. It has been found impossible to enrich Mathematics 10, 21 and 30 because of the time factor. Some research has been carried out in the preparation and testing of a programmed learning course for Mathematics 30. Some research has also been done on the possibilities of expanding Mathematical knowledge from a core topic in Grade XI to topics presently included in first and second year university curricula. A special Night School course preparatory for Mathematics 30 (for those who have been away from school for some time) has been offered regularly.

Science Department:

Department outlines are prepared and distributed regularly.

Social Studies Department:

Course outlines and review questions are prepared and distributed regularly.

English Department:

Course outlines are prepared and distributed regularly.

(f) Adaptation of curriculum and instruction to differential abilities:

Experimental programs for Grade XII classes have been conducted in which students were divided into small groups for laboratories and workshops which met once a week. During the 1964 Spring Semester an experiment is being conducted involving the presentation of English 11 in sections (classes divided according to ability and demonstrated achievement in English).

(g) Rewards for scholarship:

See section of this report dealing with "Bursaries, Scholarships and Loans Available to Mount Royal College Students."

(h) Objective evidence of how students compare in scholarship with similar students in other institutions:

(See the following page which provides a comparison, by subject, of the achievement of Mount Royal College students with the achievement of all other students in the Province writing Department of Education examinations.)

(i) Students dropped from High School for poor scholarship:

Mount Royal College does not require any students to discontinue their High School courses due to poor scholarship. However, students do voluntarily drop courses for reasons of poor scholarship. These students are all referred to the Counselling Department.

(j) Other disciplinary measures employed for poor scholarship:

No records available of the number of students counselled for poor scholarship. However, the normal procedure is for instructors to interview the student before referring to the Counselling Department.

(k) Development of student leadership:

Although there is no formal training program for student executives at Mount Royal, the mere fact that a complex form of student government is operating is in itself a developmental process. For many of the offices on the various councils, the candidates must be returning for another year at the College. This ensures that through experience there will be some measure of continuity.

A student government conference was held in the fall of 1962 and a second such conference was held on December 8, 1963. The purpose of this meeting was to attempt to develop student leadership. The agenda of this one-day conference is attached.

Each of the Councils, Committees and Clubs within the Student Union have a faculty adviser. One of the functions of this adviser is to assist in the leadership training of his group.

In general, the actual process of developing student leadership is primarily one of assimilation rather than of formal instruction.

15..

Department of Education Examination Results by subjects (Grade XII)

Percentage of those writing which obtained each grade:

| Subject | Grade | June '61 | Jan. '62 | June '62 | Jan. '63 | June '63 | Jan. '64 | Dept. of Education |
|--------------------|-------|----------|----------|----------|----------|----------|----------|--------------------|
| English 30 | H | 2 | 4 | 1 | 5 1/2 | 4 1/2 | 6 | 5 |
| | A | 8 1/2 | 12 | 14 | 11 1/2 | 14 1/2 | 25 | 20 |
| | B | 37 1/2 | 44 | 45 | 48 | 43 | 34 | 35 |
| | C | 28 | 20 | 20 | 22 | 25 1/2 | 19 | 25 |
| | D | 24 | 15 | 20 | 13 | 12 1/2 | 16 | 15 |
| Soc. Studies 30 | H | 0 | 2 | 1 | 3 | 2 | 7 | 5 |
| | A | 5 | 11 | 13 1/2 | 13 1/2 | 18 | 13 | 20 |
| | B | 30 | 34 | 32 1/2 | 33 | 33 | 41 | 35 |
| | C | 36 | 36 | 27 | 30 1/2 | 24 | 22 | 25 |
| | D | 29 | 17 | 26 | 20 | 23 | 17 | 15 |
| Mathematics 30 | H | 0 | 1 | 0 | 2 1/2 | 2 1/2 | 4 | 5 |
| | A | 10 | 18 | 9 | 13 | 7 1/2 | 24 | 20 |
| | B | 31 | 30 | 27 | 40 | 26 1/2 | 32 | 35 |
| | C | 29 | 31 | 30 | 21 1/2 | 29 | 26 | 25 |
| | D | 30 | 20 | 34 | 23 | 34 1/2 | 14 | 15 |
| Chemistry 30 | H | 2 | 1 | 0 | 6 | 3 | 3 | 5 |
| | A | 11 | 18 | 15 | 29 | 16 | 23 | 20 |
| | B | 28 | 35 | 28 | 37 | 29 1/2 | 35 | 35 |
| | C | 29 1/2 | 26 | 26 | 16 1/2 | 26 1/2 | 21 | 25 |
| | D | 29 1/2 | 20 | 31 | 11 1/2 | 25 | 18 | 15 |
| Physics 30 | H | 0 | 3 1/2 | 0 | 6 | 0 | 5 | 5 |
| | A | 13 | 15 | 16 | 27 | 20 1/2 | 18 | 20 |
| | B | 31 1/2 | 44 | 38 | 34 | 32 1/2 | 33 | 35 |
| | C | 18 1/2 | 12 | 17 | 9 | 26 1/2 | 26 | 25 |
| | D | 37 | 25 1/2 | 29 | 24 | 20 1/2 | 18 | 15 |
| Biology | H | 2 1/2 | 2 | 7 | 0 | 3 1/2 | 8 | 5 |
| | A | 21 | 11 | 16 1/2 | 18 | 17 1/2 | 19 | 20 |
| | B | 32 1/2 | 58 | 33 1/2 | 39 | 39 | 44 | 35 |
| | C | 25 | 14 | 31 | 26 1/2 | 19 | 18 | 25 |
| | D | 19 | 15 | 12 | 16 1/2 | 21 | 11 | 15 |
| French 30 | H | 1 | 2 | 2 | 1 | 3 1/2 | 0 | 5 |
| | A | 7 | 7 | 14 | 17 1/2 | 17 1/2 | 25 | 20 |
| | B | 28 | 47 | 39 | 46 | 39 | 41 | 35 |
| | C | 30 1/2 | 29 | 27 | 22 | 19 | 19 | 25 |
| | D | 33 1/2 | 15 | 18 | 13 1/2 | 21 | 15 | 15 |
| All Papers | H | 1 | 2 1/2 | 1 1/2 | 3 | 2 | 4 | 5 |
| | A | 10 1/2 | 14 | 13 1/2 | 18 | 14 | 22 | 20 |
| | B | 31 1/2 | 40 | 34 | 40 | 32 | 37 | 35 |
| | C | 29 | 25 | 26 1/2 | 21 | 26 | 22 | 25 |
| | D | 28 | 18 1/2 | 24 1/2 | 16 | 24 | 15 | 15 |

Note: Numbers in Latin 30 and Mathematics 31 are too small to be statistically significant.

2nd ANNUAL STUDENT GOVERNMENT CONFERENCE

sponsored by

STUDENT EXECUTIVE BOARD
Mount Royal College

to be held:

SUNDAY, DECEMBER 8, 1963
10:00 A.M. to 12:00 - 1:00 to 4:00 P.M.

in the
STUDENTS' LOUNGE

General Chairman - Bruce Watson

| | |
|--------------|--|
| 10:00 a.m. | Devotion - Rev. J.L. Paterson |
| 10:15 a.m. | Address - Dr. W.J. Collett "The Role of a Student Executive" |
| 10:30 a.m. | Address - Mr. E.G. Tyson "Parliamentary Procedure" |
| 10:45 a.m. | Address - Mr. D.L. Lockhart "Public Relations and Publicity" |
| 11:00 a.m. | Committee Meetings: - Principal's Office - Constitution - Dean's Office - Social Calendar - Faculty Lounge - Communication - Library Reading Room - Judicial |
| 12:00 - 1:00 | Luncheon - Canteen |
| 1:00 p.m. | Presentation of Students' Constitution - Chairman - John Sleutel - Question Period |
| 2:00 p.m. | Address - Mr. R.G. Wyckham "Inter-Communications" Brief - Student Committee Chairman - Glen Fisher General Discussion |
| 2:45 p.m. | Committee Presentation re Social Schedule - Chairman - Bill Cunes - to be followed by question period |
| 3:15 p.m. | Report from Judiciary Committee - Chairman - Ed Ohlson - Question Period |
| 4:00 p.m. | Adjournment |

DATA SHEET # XI

1. Provisions for the improvement of instruction - Junior College

(a) Special library facilities for faculty research.

Very little, if any. Instructors may order a few reference books if finances permit.

(b) Special laboratory facilities for faculty research and experimentation.

Only the Language Laboratory is suitably equipped and available for faculty research.

(c) Opportunity to visit classes of other instructors in M.R.C. and in other institutions.

The opportunity is available at M.R.C. but has not been used. No arrangements have been made for instructors to visit classes in other institutions.

(d) Counsel of Specialists from outside institutions.

| | |
|------------------|---|
| Arts & Science - | Close liaison with the University of Alberta. |
|------------------|---|

| | |
|---------------|-----|
| Engineering - | Nil |
|---------------|-----|

| | |
|---------------|-----|
| Secretarial - | Nil |
|---------------|-----|

| | |
|-----------|--|
| Careers - | |
|-----------|--|

| | |
|------------------|---|
| Library clerical | Advisors: Assistance Chief Librarian, Calgary Public Library; Chairman, Calgary Library Board |
|------------------|---|

| | |
|------------|-------------------------------|
| Journalism | Editors of Calgary "Albertan" |
|------------|-------------------------------|

| | |
|-------------------|---|
| Community Service | Advice is sought from professional social workers. |
|-------------------|---|

| | |
|--------------|---|
| Radio & T.V. | Managers of all TV and radio stations are consulted. |
|--------------|---|

| | |
|-----------------|---|
| Interior design | Counsel is received from the Registered Institute of Interior Designers of Alberta (also the Dominion Chairman of this Institute is consulted). |
|-----------------|---|

| | |
|-------------------------------|--|
| Business Admini- stration: | An Advisory Committee of Alumni is now being set up (including those with degrees in Com- merce and Business Administration) |
|-------------------------------|--|

| | |
|--|---|
| | Other Advisors: Life Underwriters Institute; Public Relations Association. |
|--|---|

(e) Organized division effort:

| | |
|----------------------|-------|
| (1) To improve tests | - Nil |
|----------------------|-------|

| | |
|------------------------------------|-------|
| (2) To improve teaching procedures | - Nil |
|------------------------------------|-------|

| | |
|--------------------------|-------------------------------------|
| (3) To improve curricula | - On a somewhat informal basis only |
|--------------------------|-------------------------------------|

(f) Assembling of alumni data.

Several attempts have been made over past years to form a College Alumni. These have not been very successful. At present a staff member is hired to put out an Alumni Bulletin and contact alumni.

Secretarial: Has a social gathering once a year.

Business

Administration: A formal organization is now being set up. One object is the assembling of alumni data.

At present there is no real attempt to gather alumni data.

(g) Self-evaluations by the instructors.

There are no formal procedures in any department. This has been left to individual instructors.

(h) Staff evaluations of individuals.

No formal procedures.

(i) Collection of student opinion for the improvement of teaching, curriculum, etc.

There has been no formal procedure. Department heads and individual faculty members have obtained some student opinion through incidental conversation.

During the 1963-64 year student evaluation forms have been made available to faculty on a voluntary basis. Many faculty members have made use of this opportunity to obtain student reactions to their courses.

(j) Faculty conferences, institutes, etc.

An annual two-day conference is held each year just prior to registration. No other faculty conferences are held on a regular basis. (Staff meetings are held to deal with the ongoing operation of the college).

(k) Availability of audio-visual aids.

Audio-visual aids are available at all times to any instructor. These include:

- One 16 mm movie projector (Bell & Howell)
- One Viewlex slide projector (slides or film strips)
- One "3M" overhead projector
- Four Record players (including a Newcombe record player and sound system)
- One Tape recorder (Sony 220)
- One Portable TV set (RCA)
- One Tachistoscope
- One Public Address System

2. (a) Means employed in determining instructional competence of faculty members.

No formal means employed. There is a Board of Governor's committee on Academic Personnel, but this committee relies primarily on the assessment of the Principal.

(b) Recognition given for competence of instruction (Salary or other)

A copy of the current salary schedule and governing regulations is included under the section on "Salaries".

The following quotation from the "Mount Royal College Teachers' Agreement" is relevant: "Promotion from one step to another on the basic Salary Schedule shall be by action of the Academic Faculty Committee of the Board of Governors on recommendation of the Principal. The Principal shall make such recommendations after conferring with a Committee appointed by the Teachers' Association to consider increases in salary on the basis of merit."

Some recognition has been given in the form of titles which do not carry specified responsibility and provide no additional salary. (e.g. Director of Junior College; Director of High School; Department Heads, etc.)

- (c) Program for assisting young instructors to increase in competence. What is done, similarly, to help older instructors?

In the event that a staff member of five years' standing wishes to attend Summer School for the purpose of improving his qualifications to teach, the Board of Governors will grant such a staff member \$250.00 for expenses incurred not more often than three times in ten years, said grants to be available in succession, or at intervals, according to the needs of the applicant.

For further information on financial assistance and Sabbatical leave see the section on "Salaries".

- (d) Studies made, within the division, of teaching procedures, examinations, marks, or other problems relating to improvement of instructors.

No studies have been made by the Junior College Division. Such information is frequently gathered by the Registrar and made available to the Faculty.

- (e) Whether course outlines and analyses are prepared and available for faculty members within departments.

There is no uniform policy regarding the preparation of course outlines. In Arts and Science course outlines are obtained from the appropriate department of the University of Alberta, Calgary. In other departments some instructors prepare course outlines and some do not.

- (f) What has been done to adapt curriculum and instruction to differential abilities.

The offering of terminal programs as well as a University Transfer program is an attempt to provide for students with differential abilities. The various programs offered by the Evening College also meets a great variety of interests, needs and abilities.

- (g) Rewards for high scholarship.
- (1) Faculty: \$250.00 a year may be granted to an instructor three times in ten years to assist in the cost of summer school study. It is possible for a faculty member holding a B.A. or a B.Ed. degree to draw a higher salary than one holding a Ph.D. (depending on length of time with the institution).
 - (2) Students: See report on "Bursaries, Scholarships and Loans available to Mount Royal College Students."
- (h) Any objective evidence to show how students compare in scholarship with similar students in other institutions.
This has not been studied in any systematic fashion.
- (i) Percentage of students dropped from this division for poor scholarship during the past academic year. What disciplinary measures were employed?
In general the student who has poor scholarship drops out voluntarily.
Students dropped in Fall Semester 1963:

| | <u>Number</u> | <u>Percentage</u> |
|-------------------------|---------------|-------------------|
| Arts & Science | 10 | 6.9% |
| Business Administration | 10 | 11.6% |
| Careers | 3 | 5.0% |
| Engineering | 0 | 0% |
| Secretarial | <u>3</u> | <u>3.4%</u> |
| TOTALS: | 26 | 26.9% |

- (k) Steps taken to promote the development of student leadership.
Considerable progress has been made in having students manage their own money, including athletic expenditures.

Students are gradually assuming control of their own discipline. They now are responsible for discipline in the snack bar and student lounge.

A major development has been in the adoption of a Constitution for the student body.

In general, students have handled all social functions.

One instructor is responsible for student activities and acts as advisor and co-ordinator.

FINE ARTS DIVISION

DATA SHEET # XI - INSTRUCTION

1. (a) Special library facilities for faculty research.
A music library is just in the early stages of formation.
- (b) Special laboratory facilities for faculty research and experimentation.
None.
- (c) Opportunity to visit classes of other instructors in M.R.C. and in other institutions.
None.
- (d) Counsel of specialists from outside institutions.
Not actively pursued.
- (e) Organized division effort:
 1. To improve tests
Not relevant
 2. To improve teaching procedures
Indirectly through the members of the "Committee of Direction"
 3. To improve curricula
Through revision of the syllabus, and the establishment of a system of examinations.
- (f) Assembling of alumni data
None
- (g) Self-evaluation by instructors
Do not use any form of student reaction and evaluation. Many teachers have taken and are taking steps to further their skills in performing and teaching beyond their present requirements.
- (h) Staff evaluations of individuals - None
- (i) Collection of student opinion for the improvement of teaching, curriculum, etc.
None.
- (j) Faculty conferences, institutes, etc.
Periodic meetings, but not on a regular basis.
- (k) Availability of audio-visual aids.
Record player available.

2. (a) Means employed in determining instructional competence of faculty members.
No other means except through examinations. All teachers do not enter students in examinations, so the only way to determine this is to watch the enrolment and possible withdrawal of numbers of students through the term.
- (b) Recognition given for competence of instruction (salary or other)
None.
- (c) Program for assisting young instructors to increase in competence. What is done, similarly, to help older instructors?
Individual teachers take it upon themselves to pursue the continuance of study.
- (d) Studies made, within the division, of teaching procedures, examinations, marks or other problems relating to improvement of instruction.
When drawn to the attention of the Committee of Direction by department heads, changes are made for improvement of instruction. Individual assistance is given to those instructors who seek it.
- (e) Are course outlines and analyses prepared and available for faculty members within departments?

None other than the syllabus.
- (f) What has been done to adapt curriculum and instruction to differential abilities?
This is an individual matter left to the judgment of each instructor.
- (g) Rewards for high scholarship.
- | | |
|-----------|---------------|
| Piano | \$450.00 |
| Violin | 300.00 |
| Singing | 300.00 |
| Woodwinds | 175.00 |
| Organ | 100.00 |
| Theory | 90.00 |
| Speech | <u>225.00</u> |
| Total | \$1,640.00 |

- (h) Any objective evidence to show how students compare in scholarship with similar students in other institutions.

Comparison is made with other examining bodies (Trinity College, London; Royal Conservatory of Music of Toronto) and marks are found to be quite similar.

- (i) Percentage of students dropped from this division for poor scholarship during the past academic year.

Data not available.

- (j) Percentage not dropped but otherwise disciplined for poor performance or scholarship during the past academic year. What disciplinary measures were employed?

Data not available.

- (k) Steps taken to promote the development of student leadership.

None.

DATA SHEET # XII

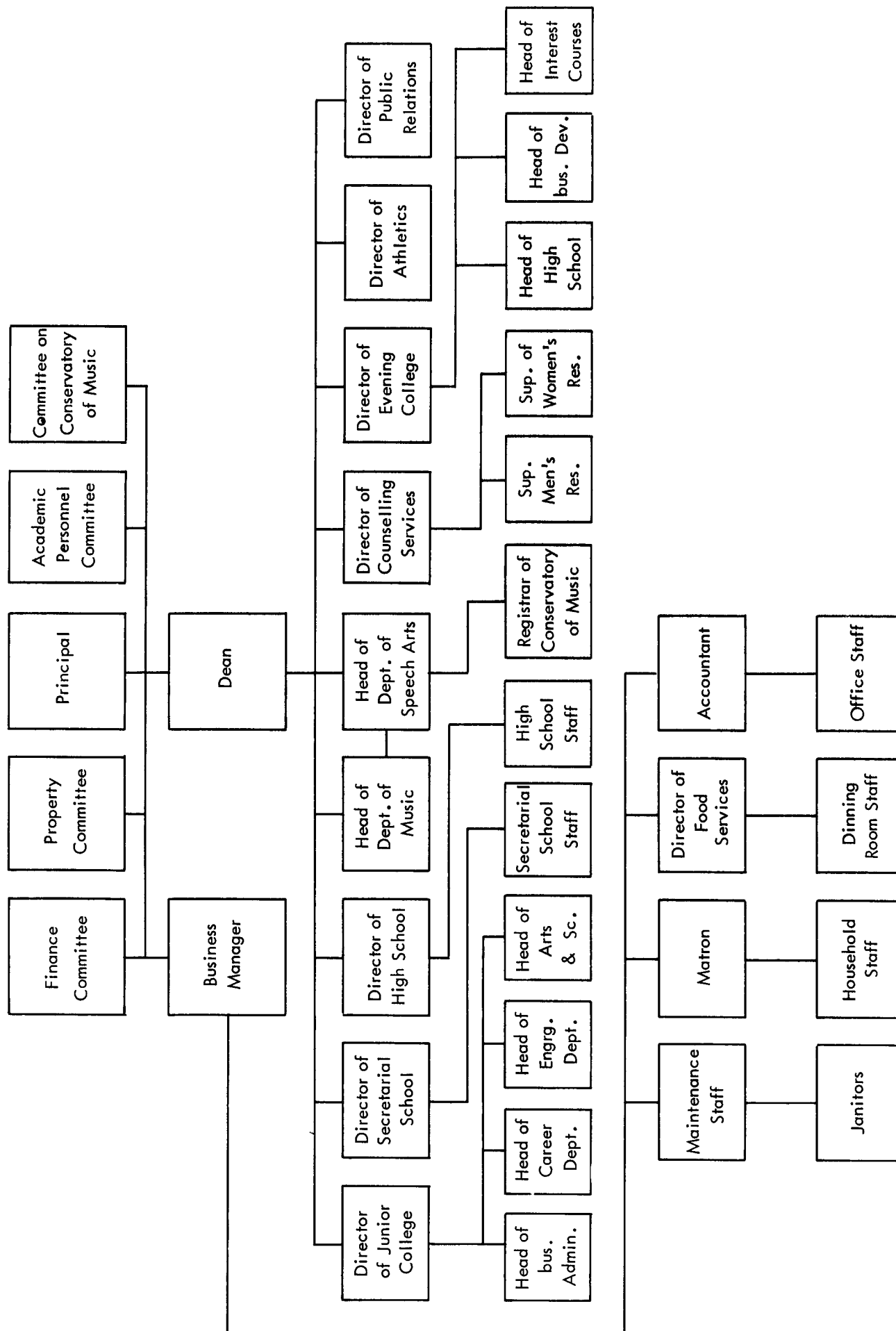
ADMINISTRATION

In order to facilitate the academic function of the institution, the matter of administrative organization and function becomes one of paramount importance. It is difficult to gather all the necessary data on administration in a written or tabular form. For that reason a series of meetings with key administrative and teaching personnel will be held. It is difficult to over stress the importance of "communication" in any administrative system. Consequently an analysis of lines of communication will be conducted and the matter of liaison with other educational bodies will be considered.

Please provide, on separate sheets for each item, information concerning the following:

- (1) A "flow-chart" showing in broad perspective all the various divisions, departments, and units operated under the administrative authority of Mount Royal College. (Include Counselling Services, Conservatory, Business Office, Library, Residence, Food Services, Evening Program, as well as the High School and Junior College departments.) The relationship of these areas to the Principal, Senate and Board of Governors should also be shown.
- (2) Who canvasses the field for candidates, who makes recommendations, who is consulted, and who is the final appointing authority when a new dean, department head or department chairman is to be selected? Are these appointments for a definite period of time, or are they continuing?
- (3) Provisions for replacement of these officials when they prove unsatisfactory.
- (4) Extent to which staff members are consulted in selecting new faculty.
- (5) Nature of Liaison with other educational bodies:
 - (a) The University of Alberta.
 - (b) Other Institutions of Higher Learning.
 - (c) The American Association of Junior Colleges.
 - (d) The Public School System.
 - (e) The United Church of Canada.
 - (f) The Department of Education.
 - (g) The Canadian University Foundation.

BOARD OF GOVERNORS



DATA SHEET # XII - ADMINISTRATION

2. The final appointing authority is the Board of Governors or recommendation of the Principal . The Principal usually recommends the appointment after informal consultation with the directors and the Dean. The appointments are continuing.
3. No definite provision. The Principal initiates and completes the action.
4. Only very informally.
5. (a) Chairman, Junior College Committee, Dean, D. E. Smith, mainly through correspondence. Principal now attends the Council of the Faculty of Arts and Science, University of Alberta, Calgary. Consultation with Deans, Registrars, Heads of Departments as necessity arises. Five University of Alberta Professors are on the Mount Royal College Academic Senate.
(b) Personal contact by visits to these institutions when necessity arises.
(c) Institutional membership - Delegation attends Annual Convention when distance makes this possible.
(d) No formal relationship; officials consulted as necessity arises.
Representative on the Academic Senate - Mr. J. James, Calgary Public School Board.
(e) Principal is a member of the Board of Colleges and Secondary Schools. Secretary of the Board of Colleges is a member of the Board of Governors and receives reports.
Members of Board: President of the Alberta Conference
 Chairman of the Calgary Presbytery
 Chairman of the Conference Committee
 on Colleges and Students
Regular reporting of the Calgary Presbytery through the Public Relations Department. A Women's Auxiliary (United Church) has recently been formed.
(f) Consultation when necessary. College inspected by High School Inspectors annually. Principal member of the Advisory Committee to the Minister on Private Schools.
(g) College is not yet a member although publications are received.

DATA SHEET # XIII

COUNSELLING SERVICES

Please provide information on each item on a separate sheet.

- (1) List of persons providing counselling services. (Include name, qualifications, experience, whether full-time or part-time, areas of specialization in counselling).
- (2) Provide diagram of physical plant indicating "lay-out" of facilities.
- (3) Special "equipment" available to counselling personnel (do not include lists of tests available, but do include machines, library resources, etc.)
- (4) List of tests, by category, administered by the division.
- (5) Nature of the services provided for all regular students in Mount Royal College.
- (6) Nature of services provided for special cases referred by academic staff.
- (7) Nature of contribution to any "remedial" programs.
- (8) Procedure established for communication between counselling services and the student body.
- (9) Nature of record keeping system.
- (10) Number of students serviced, by categories, during the last academic year.
- (11) Nature of liaison with other related institutions in the city.
- (12) Extent to which this division conducts orientation, counselling and testing beyond that of the institution as a whole.
- (13) Loan funds and scholarships available to students.
- (14) Extent to which this division accepts responsibility for placement of graduates.
- (15) Any additional data pertinent to the past, present and future functioning of the counselling services which will aid in a better understanding of the work of this division.

MOUNT ROYAL JUNIOR COLLEGE

COUNSELLING SERVICES

1. F.J. Hawkes, B. A.

full-time counsellor, all areas of counselling

Standard "S" teaching certificate

6 years YMCA Secretary

2 years MRC as counsellor

Mrs. E. Snider, M.S. (1954) Educational Guidance

part-time counsellor (one-half time)

specializing in testing

Experience: 1 year guidance and counselling at San Francisco
State College

7 years teaching and counselling in California

1 year at Counselling Center, University of Idaho

1 year teaching and counselling, Crescent Heights High
School,

Some counselling in hospital in California.

Mrs. J. Dougherty, B.S., M.A.

part-time counsellor (one-third time)

specializing in reading

Experience: overnight counsellor and camp director for 2 summers

1 year counsellor in dormitory (90 girls)

1 year Head Resident of dormitory (140 girls)

W. Halliday, B.A.

part-time counsellor (1 day a week)

Experience: 5 years YMCA Secretary in Youth Work

4 years Camp Director

R. Soley, B.A., M.Ed.

part-time counselling (18 hours a month)

specializing in vocational counselling

Experience: 6 years YMCA Secretary

2 years Children's Aid

2 years William Roper Hull Home

R.G. Wyckham, M.B.A.

specializing in student affairs

Experience: 2nd year MRC as teacher

was NFCUS President during undergraduate year

2. See appended diagram at the end of the report on Counselling Services.

3. Catalogues and calendars from all Canadian universities and the majority of Western U.S. universities.
200 vocational files, plus booklets and pamphlets on vocations
Reading laboratory
2 Teaching machines.
 4. Tests:
 - Ability and Intelligence
 - (1) American Council on Education Psychological Exam (ACE) 1954
 - (2) Differential Aptitude Tests (DAT) Form A
 - (3) Ohio Psychological Test (Form 26)
 - (4) Otis Self-Administering Test of Mental Ability (Higher Exam)
(Form D)
 - (5) Wechsler Adult Intelligence Scale (WAIS)
 - (6) Cooperative English Tests (Forms Z and 1A)
 - (7) Stanford-Binet Intelligence Scale (Form L-M)
 - Study Habits and School Adjustment
 - (1) College Inventory and Academic Adjustment.
 - (2) Wren Study Habits Inventory.
 - (3) Brown-Holtzman Survey of Study Habits and Attitudes.
 - Interest Tests
 - (1) Kuder Preference Test, Vocational Form CH
 - (2) Strong Vocational Interest Blank.
 - Personality Inventories
 - (1) Adjustment Inventory (Bell) Student Form
 - (2) California Psychological Inventory
 - (3) Minnesota Multiphasic Personality Inventory (MMPI) Group Form
 5. (a) Aptitude testing for all high school and junior college students.
(b) Maintenance of current curricular and scholarship information.
(c) Individual assistance in making curriculum choices.
(d) Vocational counselling assistance (involving 6-10 hours of testing and interviewing).
(e) Counselling on personal problems.
(f) Remedial reading and study habits classes.
- Areas of service we hope to amplify:
- (a) placement testing for incoming students
 - (b) expansion of remedial area for both diagnosis and treatment
 - (c) educational counselling available to night students.

6. Special cases are special -- they require specialized help. The help offered is dictated by the nature of the special problem. Sometimes it involves referrals, sometimes it involves families, etc.

7. Remedial Program

This is a vital concern of the counselling staff as much of the value of assessing and counselling students is lost if there is no means of implementing any decisions that are reached. To date there has been actively sponsored study classes and remedial reading classes. The division has also been responsible for the securing of teaching machines and programs for some courses. Much of the remedial help is offered by individual teachers in relationship to their own subjects. An attempt is made to maintain an up to date list of tutors so that students who need this kind of assistance may be referred.

8. The Counselling Staff is active during Freshmen Week providing orientation to Mount Royal College for all in-coming students. To date, this has proved to be an effective method of establishing communications between the counselling service and the student body. Additional follow-up includes periodic placement on bulletin boards of pertinent counselling information and a form of advertising of counselling services through the daily bulletin. The Coordinator of Student Activities is also a member of the counselling staff and this helps to maintain relationship with student leaders. Perhaps the most effective single means of communication is the students who have been helped. Teachers are also important in the sense that if they have confidence in the counselling centre, they are in a position to identify, quite frequently, those students who need to avail themselves of services, and many of them make frequent referrals (the move to Collett House , however, has slowed down this method of communication considerably and is something that will have to be overcome).

9. Record keeping system

The record keeping service is rather embryonic in nature and present plans are to keep one central filing system with records on every student both current and for a period of five years after they leave MRC. At the conclusion of the five year period, pertinent test information is to be transferred to the back of their academic filing card. These files are available to members of the counselling staff only. Teachers and administrators may ask for pertinent information at any time and this information will be forwarded by the departmental secretary or one of the counsellors. Academic records are obtained by the department secretary from the Registrar's Office as they become necessary.

10. It is difficult to determine the quantity of students serviced by this department as they have not kept records previous to this year. Difficulties involved in keeping a quantitative record are related to the complex nature of the services offered. For instance, frequently they might be on the telephone for five to ten minutes providing academic guidance. Perhaps a student comes in during this period and borrows an academic calendar and reads it. If 400 people are seen during Freshman Week, have they serviced these people? Since the beginning of September they have been averaging 70-90 students per week who come in to the building and are talked to by a member of the counselling staff. This does not include the information giving which is handled primarily by the secretary. During the last academic year, 128 or approximately 17% of the student body participated in the complete career counselling program, while an estimated 50% of the students were seen at one point or another by the counselling staff with the bulk of these appointments being related to academic problems either in choosing correct courses or in terms of asking for some assistance regarding successful completion of courses that they were in. It is estimated that some 30 students during the past academic year were seen on more than four occasions for problems that were severe and personal in nature.
11. The closest liaison has been maintained with the university counselling department. During the past summer, the Director of Mount Royal counselling department worked part time at the University and this has facilitated the exchange of information necessary for an adequate job of counselling University of Alberta transfer students. They have also, on occasion, borrowed tests and received some assistance from University staff regarding the interpretation of some of the more clinically oriented instruments such as the MMPI. The Director of this division has also been on the Board of the Council of Community Services and related committees such as the school drop-out committee, and volunteer bureau in an effort to keep the community aware of what M.R.C. is doing and to keep M.R.C. aware of what the community is doing. Psychiatric referrals in the past have been made to Dr. A. Fair and Dr. K. Fitzkern and in other cases to family doctors. M.R.C. has maintained no close liaison with the Calgary Public School Board, but at present are working on developing a closer liaison with that group.
12. During summer months, approximately 40% of the counselling time is devoted to people who would like information regarding educational choices but who do not eventually enroll in Mount Royal College. Throughout the winter months it is estimated that they either interview or talk to some four or five non Mount Royal College students weekly who require educational orientation information. To date, they have not done very much of an intensive nature in counselling or testing

people outside of their own student body. Last spring they did 17 students in Trochu and periodically, perhaps once a month, we have tested and counselled a non-student. There have been many opportunities to do this kind of thing but staff time and facilities have been lacking.

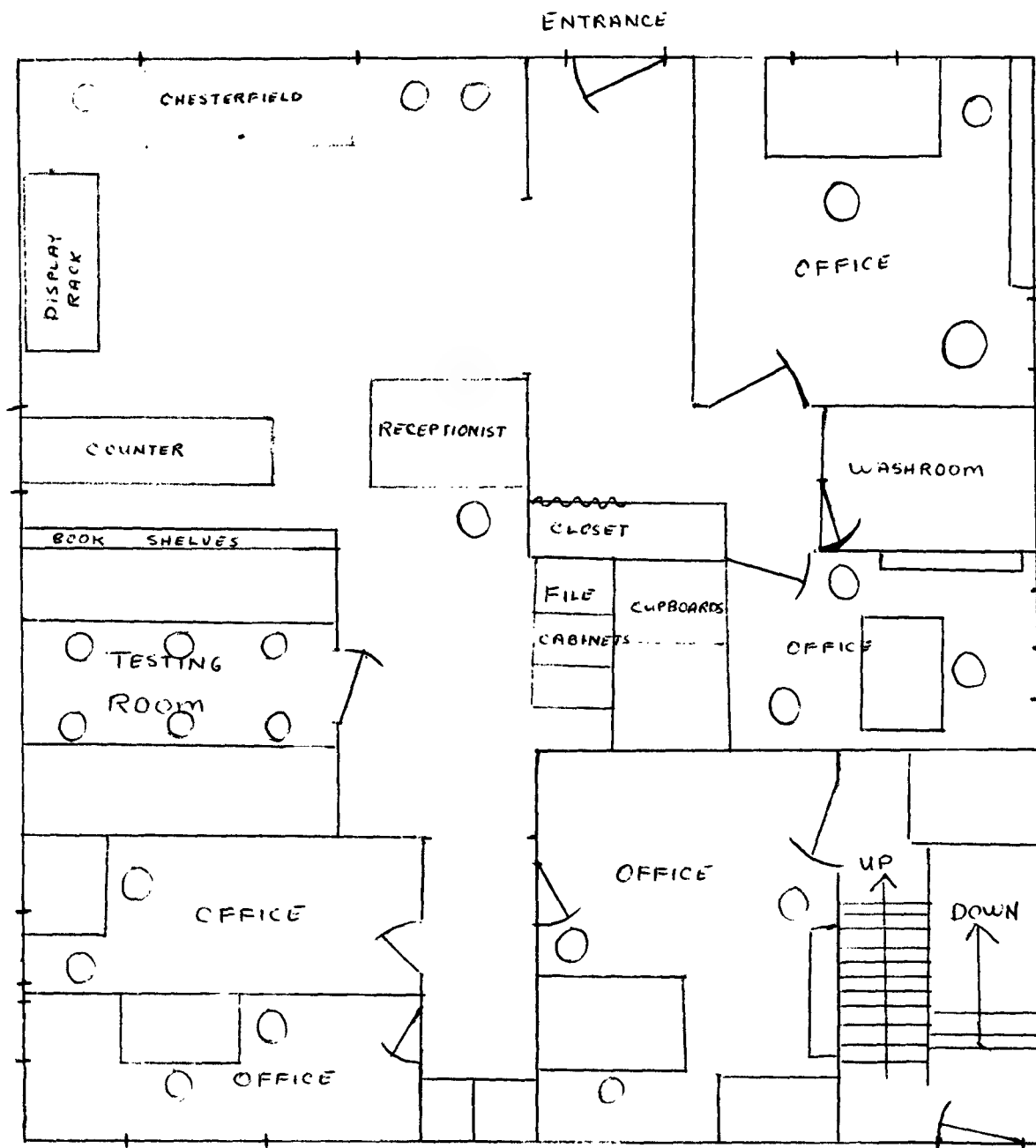
13. Loan Funds and Scholarships

An up to date listing of all the known funds and scholarships available to Canadian Universities as well as application forms for City of Calgary Scholarships and the Queen Elizabeth Scholarship Fund are kept. Mount Royal scholarships are handled through the Registrar's and Business Manager's office and students are referred to these sources if they wish to apply for Mount Royal monies.

14. No responsibility for placement of graduates is accepted. On occasion, however, job offers are advertised in the daily bulletin and provincial government employment bulletins as well as employment information from the NES are posted.

15. The year 1955 marked the beginning of the counselling department as such at Mount Royal College under the direction of N.G. Gamble who devoted one-third time to this venture. An effort was made to test the whole student body and to provide vocational help to those students who requested it. Mr. L.E. Willmott retained the responsibility for advising students concerning their academic curriculum; Mr. S. Vincent was responsible for counselling in terms of emotional adjustment and Mr. Gamble was responsible for vocational counselling. This continued to the summer of 1960. During the 1960-61 school year very little was done. In the fall of 1961 J. Hawkes came on staff with responsibility for directing the counselling department and student affairs area in addition to teaching four courses. Counselling help included Rev. J.L. Paterson, Mrs. L. Muir and Mrs. J. Jaycock. This continued through to June of 1963. During the summer of 1963 the Counselling Department moved into new quarters and hired some additional part-time counselling staff in the amount of 36 hours per week. The present staff are all trained counsellors with the exception of Mrs. Dougherty who is in charge of the remedial reading program. There are many advantages to having professionally trained counsellors doing the counselling. However, the fact that they are engaged for a limited time weekly means that they are not as familiar with the school as they might otherwise be. When full time professionally trained counsellors to staff this department are hired it will be in a much stronger position.

EDUCATIONAL COUNSELLING CENTRE
MOUNT ROYAL JUNIOR COLLEGE



DATA SHEET # XIV

EXTENSION - EVENING COURSES

The extension program of the Junior College is one of its major outreaches to the community. This generally refers to evening courses but may include other activities.

Please answer each item on a separate sheet.

1. List of all courses offered showing hours per week for each course and number of students enrolled in each course. (If course is of limited duration please indicate number of weeks). Set up information in columns.
2. List of instructors indicating the course they offer and the qualifications they hold which enable them to offer the course.

NOTE: Do not include the Lay School of Theology as it is included in another section of this report.

EVENING DIVISION PROGRAM (October, 1963)

| <u>COURSE</u> | <u>HOURS</u> | <u>DURATION</u> | <u>NO. OF STUDENTS</u> |
|------------------------------------|--------------|-----------------|------------------------|
| English 30 | 3 1/2 | 1 semester | 25 |
| Social Studies 30 | 3 1/2 | 1 " | 24 |
| Mathematics 30 | 3 1/2 | 1 " | 35 |
| Mathematics 31 | 3 1/2 | 1 " | 6 |
| Chemistry 30 | 3 1/2 | 1 " | 28 |
| Physics 30 | 3 1/2 | 1 " | 13 |
| Biology 32 | 3 1/2 | 1 " | 13 |
| German 30 | 3 1/2 | 1 " | 9 |
| French 30 | 3 1/2 | 1 " | 12 |
| Science 20 | 3 1/2 | 1 " | 10 |
| Mathematics 20 | 3 1/2 | 1 " | 21 |
| French 20 | 3 1/2 | 1 " | 3 |
| Preparation for Mathematics 30 | 3 1/2 | 1 " | 15 |
| Preparation for French 30 | 3 1/2 | 1 " | 8 |
| Public Speaking | 2 | 15 weeks | 9 |
| Typing | 2 | 10 weeks | 18 |
| Shorthand | 2 | 10 " | 14 |
| Oral French | 2 | 20 " | 7 |
| Public Relations & Promotions for | | | |
| Business | 2 1/2 | 16 weeks | 16 |
| Business for Secretaries | 2 1/2 | 16 " | 10 |
| Accounting for Businessmen | 2 1/2 | 16 " | 30 |
| Law and the Businessman | 2 1/2 | 16 " | 15 |
| Business Organization & Management | 2 1/2 | 16 " | 16 |
| Marketing in Business & Industry | 2 1/2 | 16 " | 16 |
| Managing the Independent Business | 2 1/2 | 16 " | 7 |
| Business Investment | 2 1/2 | 16 " | 20 |
| Professional Salesmanship | 2 1/2 | 16 " | 28 |

EVENING DIVISION INSTRUCTORS

| | | |
|-----------------------|--|---|
| Mr. J. A. Brown | English 30 | B. A., B. Ed., Alberta Professional Certificate |
| Mrs. L. Muir | English 30 | B. A., B. L. I., Standard S |
| Mr. Stan Grywolski | Social Studies 30 | B. Ed., B. A., M. A., Professional Certificate |
| Mr. F. Morrell | Mathematics 30 | B. Ed. Professional Certificate |
| Mr. B. Pashak | Mathematics 30 | B. Sc., Professional Certificate |
| Mr. M. Gushaty | Mathematics 31 | B. Sc., M. Ed., Professional Certificate |
| Mr. R. S. Anderson | Chemistry 30 | B. Ed., Professional Certificate |
| Mr. E. Gerrish | Physics 30 | B. Sc., B. Ed., Professional Certificate |
| Mr. Douglas Turner | Biology 32 | B. Sc., Standard S. |
| Dr. E. F. Kluge | German 30 | B. A., B. Ed., LL. B., LL. D., |
| Mr. N. Cocallis | Preparation for French 30 French 30 | M. A., B. Ed. |
| Mr. I. Besler | Science 20 | B. Sc., B. Ed. Professional Certificate |
| Mr. R. W. Pulleyblank | Mathematics 20 | B. A., B. Ed. Professional Certificate |
| Miss E. Sudre | French 20 | B. A. Professional Certificate |
| Mr. David Macnab | Preparation for Mathe- matics 30 | B. Ed., M. A., Professional Certificate |
| Mr. D. R. P. Coats | Public Speaking | Manager, CKY & other radio stations, Former director Carnegie Speaking Course, Winnipeg. |

| | | |
|------------------------|---------------------------------------|---|
| Mrs. E. Hepburn | Typing & Shorthand | Long time teacher of secretarial courses. |
| Mr. J. W. Hepburn | Shorthand | Holds certificates as instructor in Gregg and Pitman shorthand. Director of M. R. C. Secretarial School. |
| Miss Karen Carlson | Shorthand | Graduate M. R. C. Secretarial School. |
| Mrs. Helen C. McKenzie | Oral French | B. Ed., Native of France |
| Mr. John Francis | Public Relations | B. Comm., M. S., Operates own Public Relations Consulting Firm |
| Mr. R. Wyckham | "Marketing in Business and Industry:" | B. A., M. B. A. |
| Mr. R. Hunter | Accounting for Businessmen | Member A. C. W. A. Experience with several firms. Presently comptroller, Paraglas Co. |
| Mr. C. H. Cook | Law for the Businessman | LL. B., M. B. A., Presently head of Dept. of Business Administration MRC, Formerly practising solicitor. |
| Mr. G. Knowlton | Business Organization and Management | B. A. (Hon.) Vice-President of Knowlton Realty Ltd. |
| Mr. S. Feader | "Labour Relations and Economics" | C. D., B. A., B. Comm. M. B. A. Former teacher of high school and Principal. Former Chairman, Dept. of Business Administration. |
| Mr. R. G. Dyer | "Managing the Independent Business" | B. A., M. B. A. |
| Mr. G. Gallelli | Business Investment | B. A., M. B. A., Manager, Gallelli & Sons, Calgary. |
| Mr. D. L. Lockhart | "Professional Salesmanship" | B. A., B. D., Career in Salesmanship. |

EVENING COLLEGE - 1963-64

| Courses Offered | FALL | | | SPRING | |
|-------------------------|------------------------------|---------------------------|---------------------------|------------------------------|--------------------------|
| | Initial Registra- tion | Courses com- pleted | Number of Teachers. | Course Registra- tions | Number of Teachers |
| Mathematics 30 | 50 | 35 | 2 | 53 | 3 |
| English 30 | 34 | 22 | 2 | 30 | 2 |
| Social Studies 30 | 26 | 26 | 1 | 17 | 1 |
| Chemistry 30 | 28 | 18 | 1 | 32 | 1 |
| Physics 30 | 13 | 9 | 1 | 8 | 1 |
| Biology 32 | 13 | 10 | 1 | 14 | 1 |
| French 30 | 12 | 8 | 1 | 15 | 1 |
| German 30 | 9 | 6 | 1 | 7 | 1 |
| Mathematics 31 | 6 | 6 | 1 | 0 | |
| Mathematics 20 | 21 | 12 | 1 | 13 | 1 |
| Preparatory Mathematics | 22 | 15 | 1 | 17 | 1 |
| French 20 | 3 | 3 | 1 | 0 | |
| Preparatory French | 8 | 7 | 1 | 6 | 1 |
| Science 20 | 10 | 5 | 1 | 8 | 1 |
| Latin 30 | | | | 8 | 1 |
| TOTALS | 255 | 178 | 16 | 228 | 16 |
| Secretarial | 40 | | 3 | 44 | 3 |
| Public Speaking | 7 | | 1 | 7 | 1 |
| Oral French | 7 | | 1 | 6 | 1 |

On the basis of Fall Semester experience, of the 228 registrations in evening high school, approximately 158 will perhaps complete their courses.

Financial Data Relative to the Evening Division:

| | FALL | | SPRING | |
|---|---------------|-----------------|---------------|-----------------|
| | <u>Number</u> | <u>Receipts</u> | <u>Number</u> | <u>Receipts</u> |
| H. S. courses completed | 178 | \$14240. | * 158 | \$12640. |
| H. S. courses for which partial payment made | 77 | * 1270. | * 62 | * 1000. |
| <u>Interest courses:</u> | | | | |
| Secretarial | 40 | 800. | 44 | 880. |
| Public Speaking | 7 | 210. | 7 | 210. |
| Oral French | <u>7</u> | <u>280.</u> | <u>6</u> | <u>180.</u> |
| TOTAL RECEIPTS | 309 | \$16800. | 277 | \$14910. |
| <u>Less Expenditures:</u> | | | | |
| Salaries, H. S. Teachers | | \$ 6500. | | \$ 6500. |
| Salaries, Evening College Teachers | | 700. | | 700. |
| Salaries, Administration & Clerical | | 900. | | 900. |
| Advertising | | 800. | | 800. |
| | | <hr/> | | <hr/> |
| TOTAL EXPENDITURE | | \$ 8900. | | \$ 8900. |
| NET PROFITS | | \$ 7900. | | \$ 6060. |

* Number estimated on conservative basis or on previous experience when available. It would be reasonable to expect a \$14,000. profit from this area of the College program for the 1963-64 term.

DATA SHEET # XV

RELIGIOUS EDUCATION

Inasmuch as Mount Royal College is a United Church College , the aspect of religion is an integral part of the function of the institution.

Please provide the following information:

- (1) Nature of the relationship of Mount Royal College to the United Church of Canada, (including Presbytery, Conference and General Council levels).
- (2) Description of the number and nature of the Religious Education courses offered.
- (3) Statement of the qualifications of the faculty offering Religious Education courses, Christian Education courses and counselling to students (Chaplains).
- (4) Description of the nature of the Chapel services offered.
- (5) Description of the counselling services offered by Chaplains.
- (6) Statement concerning the Diploma Program in Christian Education.
- (7) Statement concerning the Lay School of Theology jointly sponsored by Mount Royal College and the Calgary Lay School of Theology Committee.
- (8) Statement concerning the "climate of learning" which is distinctive to Mount Royal College as a result of its Church relationship.

NOTE: Please provide information on each item on a separate sheet of paper.

DATA SHEET # XV

RELIGIOUS EDUCATION

1. (a) Mount Royal College is directly related only the the "Board of Colleges and Secondary Schools" at the General Council level. The responsibilities of the two bodies in this relationship remain a little vague. There is some general policy relationship, some small financial assistance from General Council, but the real power would appear to be vested in the Board of Governors of the College. (The appointment of the Board is "rubber-stamped" by General Council).
- (b) There is no direct relationship at the Conference level of our Church government. Mount Royal College reports to Conference for information annually which may be verbal and written, or just written, and included in the Annual agenda report of Conference. The Conference Committee on Colleges and Students discussed the question of a closer relationship between it and the College at its last meeting.
- (c) The relationship to the Presbytery has been vague and rather remote. Presbytery has no authority and the College no defined responsibility in this area. The College is endeavouring to open a solid line of communication to the Presbytery both through formal reports to the Presbyteries and outreach to the individual churches in the Presbyteries.
- (d) Generally, it might be said that the relationship to the Church has not been well defined. It would seem to be advisable to study this matter in order that some clear cut policy decisions could be made in this area of the College's life and that appropriate action might be taken.

2. Religious Education 110-111 - Introduction to the Bible 1 hour

A study of the historical background of the Old and New Testaments with reference to the biblical material.

(Protestant , 1st year) (1 cr. hr. each semester)

- Religious Education 112-113 - Natural Apologetics 1 hour

This course is required of all 1st year Roman Catholic students.

It is concerned with the existence of God; the human soul -- its spirituality and immortality; natural religion -- its insufficiency.

(Roman Catholic , 1st year) (1 cr. hr. each semester)

Religious Education 212-213 - Christian Apologetics 1 hour
This course is required of all second year Roman Catholic students. It deals with the historical value of the Gospels, the Acts of the Apostles and the Epistles of St. Paul; Jesus Christ claimed to be God; Jesus Christ, true God.
(Roman Catholic, 2nd year) (1 cr. hr. each semester)

Religious Education 214-215 - Science and Religion 1 hour
A study of the relation between the philosophy and faith of science and that of religion. (1 cr. hr. each semester)

Textbook: Robertson, "Man's Estimate of Man"; Owen, "Scientism, Man and Religion".
(Protestant, 2nd year)

Religious Education 119 - World's Living Religions 3 hours
A study of the living religions of the world, their basic theological positions, the relative strengths in the world today. An opportunity will be provided to compare these religions.
(3 credit hours)
Textbook: Braden " The World's Religions" (Abingdon)
(C. M. U. P.)

It is to be noted that a Roman Catholic priest teaches R. E. 113-114 and R. E. 212-213, largely with Roman Catholic students.

Rev. P. R. Judge teaches the Protestant students in Secretarial School, R. E. 110-111.

Rev. J. L. Paterson teaches the rest of the Junior College students, R. E. 110-111; R. E. 214-215; R. E. 119.

There is also a course taught to both the Grade X and Grade XI students within the context of the Social Studies course. Rev. L. Muir has taught this course in the past two years. Owing to time tabling difficulties, nothing in the area of R. E. is offered to Grade XII students. All ways should be explored to bring this large and important group into some form of R. E. instruction.

The nature and content of these courses should be periodically examined by an academic committee. It should be noted that these courses are compulsory at the Junior College level by action of the Board of Governors.

3. Faculty of R.E. Courses

- (a) Rev. P.R. Judge, B.A., L. Th., B.D., R.E. 110-111 Secretarial School.

Mr. Judge, as indicated, has a Bachelor of Arts, Licentiate in Theology, and Bachelor of Divinity. He also has several years experience in the pastoral ministry and is Anglican Chaplain on the U.A.C. and M.R.C. campuses.

- (b) Father J. Kelly - R.E. 112-113; R.E. 212-213.

Father Kelly has no degrees because he took his training in Edmonton where the Seminary is not in affiliation with the University.

- (c) Rev. J.L. Paterson, B.A., B.D.

R.E. 110-111; R.E. 214-215; R.E. 119 (to all Junior College students)

Mr. Paterson holds a Bachelor of Arts, a Diploma in Theology and a Bachelor of Divinity.

He also has an Interim Collegiate Teaching Certificate from Manitoba and has taught for two years in that Province.

He is now registered in a Masters pattern at Union College, U.B.C. He also has ten years experience in the pastoral ministry as well as two and one half years in the University Chaplaincy.

- (d) Rev. W.J. Collett, B. Ed., M. A., B. D., D.D.

Dr. Collett teaches the course on Old Testament and New Testament Literature in the new Christian Education Diploma Course.

4. The Chapel Service is conducted daily from 10:55 -11:10 in the College Chapel.

The worship service is interdenominational in nature, conducted by various persons on the different days of the week.

| | |
|-----------|--------------------------------------|
| Monday | Principal or Dean |
| Tuesday | Rev. J.L. Paterson |
| Wednesday | Rev. P.R. Judge |
| Thursday | Students Day- Rev. L. Muir in charge |
| Friday | Staff Day - Mr. E. Tyson in charge |

Chapel is better attended this year than last. It will probably take a period of time for it to become a custom and for the students to participate more fully. However, it is a vital part of the total expression of a Church related College.

5. The counselling services offered by the Chaplains are varied in relation to the problems presented by the students. One very helpful feature is the excellent office space which is located right in the student flow of traffic, the office being adjacent to the Canteen. The Chaplains, by virtue of teaching religious education courses, not only receive responses to the courses in this general area but also student problems that are personal and range very widely. Some referrals come from the Counselling Services and there is a very congenial relationship at this level.

The Chaplain's office is not manned at all times; eventually there might be real value in having a Chaplain available Monday through Friday. At present, three Chaplains use this office: Rev. J. L. Paterson is on duty Monday afternoon, all day Tuesday and Thursday morning; Rev. P. R. Judge occupies the office all day Wednesday; Father Kelly is in the office on Friday mornings.

6. The Diploma Course in Christian Education is as yet in its infancy. There is but one course being offered this year. This course is one in the background and literature of the Old and New Testaments. It is the intention to go ahead with this course fully in the coming year. This will depend upon an adequate faculty appointment in this field.
There is no particular problem in the presentation of the Arts part of this program as such programs are already offered and staffed by the College.
The theological and practical area of this course, however, suggests several problems. It would seem that it would be necessary to bring someone on staff to direct this program as well as carry a very heavy load in teaching, at least in the initial phases of the development of this course.
There is real need of research into the number of students who might be available to take such a course to make its full presentation economically possible. It would be well to see if there are sources of income available to hire the staff for such a program other than the normal one of fees.
Meetings are being held to discuss the above and other problems which presumably determine the future development of this program.
7. The Calgary Lay School of Theology would seem to be a natural interest for this College to have. The Religious Education of laymen and women falls naturally into its area of responsibility.
The first year of the Lay School (1962-63) was a notable achievement and provided a real addition to the work of the Church in Calgary. One of the benefits of this school being held within the confines of the College was to introduce many people to Mount Royal College. The College should continue to offer all possible assistance to this worthy endeavour both as to facilities and as to staff whenever such should be required.
8. This question was difficult to answer. The answer could not be statistically determined. It was therefore in the nature of opinion.
There is generally a good "climate of learning" at Mount Royal stimulated partly by the smaller institutional complex and the close relationship between faculty and students.
Along with this goes a religious atmosphere and a religious learning situation in which most of the students participate. Perhaps a much more complete educational process is possible where young people at this vital state of their development are allowed to consider religion as one of the intellectual challenges they must face. There is not only the opportunity of free enquiry in this area but there is a stimulation toward this kind of enquiry.

DATA SHEET # XVI

PHYSICAL EDUCATION

Please provide information on each of the following items on a separate sheet.

- (1) A statement of the basic philosophy of the physical education Department.
- (2) Description of the present facilities available for Physical education (i. e. gymnasium, playing fields, faculty offices, equipment rooms, etc.) Where there is an obvious lack in facilities please point this out.
- (3) Statement of approximate value of present equipment for physical education. What equipment is lacking that hampers the program to a serious degree?
- (4) Description of the program being offered during 1963-64 by the Physical Education Department (projections for spring and summer should also be indicated).
- (5) Statement of approximate number of students participating in the various activities to date.

PHYSICAL EDUCATION

(1) BASIC PHILOSOPHY OF THE PHYSICAL EDUCATION DEPARTMENT.

To provide adequate physical activity to meet the needs of maturing students through the media of physical education ... intramurals... and inter-school athletics.

To keep abreast of the changing advances in the social scene and knowledge. To gear the program to meet these changes and to stimulate student interest to challenge the future of physical education.

To aid each individual to attain the fullest possible development in meeting the demands of living in a democracy and in an interdependent world. To achieve the above through intelligent selection of activities and experiences, appropriate to physical education and directed toward total physical fitness of the individual.

(2) SUMMARY OF FACILITIES AVAILABLE IN THE DEPARTMENT.

(a) Gymnasium - Dr. G. D. Stanley Gymnasium.

(i) Basketball playing court (1) 44' by 80'

(ii) Badminton playing courts(3) 20' by 44'

(iii) Volleyball playing court (1) 30' by 60'

(b) Dressing Rooms

(i) Men's (1) contains 224 tote boxes
34 upright lockers
6 shower heads
1 drying room
2 water closets
4 urinals
3 wash basins

(ii) Women's (1) contains 224 tote boxes
35 upright lockers
4 shower heads
1 drying room
8 water closets
4 wash basins

(c) Storage Rooms

(i) Small equipment (1) 10'6" by 6'4"

(ii) Large equipment (1) 15' by 8'

(iii) Football equipment (1) 16' by 7'

(d) Stage (1) 19'9" by 14'9"

(e) Office (1) 14'9" by 12'3"

Contains general office equipment

Obvious Lack of Facilities in the Department:

(a) Gymnasium

The basketball playing floor is one of the smallest in the city. It certainly is not adequate for college basketball. There are no bleachers available , consequently it is virtually impossible to raise funds from basketball tickets.

(b) Dressing Rooms

There is a definite need for additional space to accommodate visiting teams. Additional shower heads are needed, and benches to sit on while dressing. Drains are needed in the dressing area to simplify the cleaning of same. Towel hangers are needed in the drying area so that students don't have to return to their locker to dry. (This causes a mud problem).

(c) Storage

The storage areas could be more efficient, if shelves and racks were provided on a planned basis. It is impractical to purchase additional equipment until proper storage facilities are provided.

(d) Stage

The stage is a poor investment. Bleachers should be provided at the sides of the gym to satisfy assembly needs. Then assemblies could be conducted on the floor. The stage could be closed off and used for many more useful purposes.

(e) Office

Satisfactory only for one person, since the instructor must also use it for a private dressing area.

The Director of Physical Education would like to submit a renovation proposal for the gymnasium area.

3. EQUIPMENT AVAILABLE IN THE DEPARTMENT

Approximately \$700. worth of basic equipment has been purchased for the P. E. department this year (1963-64). In addition \$300. worth of "perishable" equipment and \$200. worth of basic intramural equipment has been purchased to date with additional to buy. Thus making a total of \$1200. spent to date in 1963-64. Several old mats are on hand and some equipment was left around from last year. There is a total of \$2000. worth of stock available at present. A \$1500. allotment has been set aside over the next two years to help bring the equipment level up to par.

4. EFFECTIVE USE OF TIME IN THE DEPARTMENT

At present there are 5 one-period per week and 4 two-period per week classes taught to Junior College Men. In addition, there is 1 one-period, and 3 two-periods per week taught to Junior College Women. High School classes include two 76-minute periods a week per group (one boys and one girls). Classes begin at 8:15 a.m. and close at 4:00 p.m. with a 90-minute noon hour.

Intramurals are conducted at noon hours and scheduled practices are conducted in the evening. Therefore, with few exceptions, the gym is busy from 8:15 a.m. to 10:30 p.m. Monday through Thursday. Fridays and Saturdays are available for dances and athletic contests.

To date, very little organized activity is carried out on week-ends, This problem is under study.

5. STUDENT PARTICIPATION IN THIS DEPARTMENT

Approximately 250 men and 71 women are registered in physical education classes. About 34% of the student body participate in intramural or inter-school activities. This is an embarrassing figure, but steps are being taken to increase extra-curricular activity.

Activities Offered in this Department:

Basketball, volleyball, badminton, floor hockey, table tennis, speedball, rugger, soccer, cross country, track and field, gymnastics and tumbling.

The public impression made by any educational institution is of paramount importance. It is absolutely essential that a clear picture of the nature and function of Mount Royal College be presented to the public in general, other educational bodies and prospective students.

Please provide information, on a separate sheet for each item, on each of the following items:

1. A listing (without elaboration) of the general responsibilities of the public relations department. Please put in point form.
2. A description of the nature of your contacts with other educational agencies.
3. A description of the nature of your contacts with prospective students.
4. A description of the nature of your contacts with non-educational agencies and individuals.
5. A statement of your relationship with the local press.
6. The extent of your responsibility for any published information concerning Mount Royal College which is for public consumption.
7. The nature of your lines of communication with the academic faculty, the administration, and the non-academic staff of Mount Royal College (i. e. whether formal or informal lines of communication, etc.)

DATA SHEET # XVII

PUBLIC RELATIONS

1. General Responsibilities of Public Relations Department

The External Aspect

- (a) Maintaining a healthy liaison with Canadian and American Universities.
- (b) To create an efficient line of communication with the United Churches of Canada in the four western provinces.
- (c) To take advantage of radio and television time to develop more lively programs of an educational nature.
- (d) To disseminate information through local employee publications, appropriate news and feature stories.
- (e) To initiate poll tests to determine the effectiveness of various programs offered at Mount Royal Junior College.
- (f) To encourage and publicize the College's excellence and the unique emphasis placed on individual attention to students.
- (g) To provide displays, emphasizing the scope and excellence of Junior College instruction.
- (h) The effective use of quality publications placed in the hands of Principals and Counsellors of the various High Schools.
- (i) Speaker's bureau, campus tours, open house, articles in outside publications, lectures, television and radio panels.
- (j) Encourage faculty members to participate in religious organizations, professional societies, trade groups, and business conferences.
- (k) To establish a profitable relationship with local press, radio and television stations.
- (l) To assist in actively sponsoring community events and cultural activities.

NOTE: Very little communication is received from the public. Opinion polls should be set up and reviewed. What does the public know about Mount Royal Junior College and what do they need to know?

The Internal Aspect

- (a) To arrange regular meetings with the Public Relations Department and other departmental heads to determine their needs and to plan programs accordingly.
- (b) To develop student understanding of the objectives, history, philosophy and operations of the Junior College.
- (c) To make positive efforts to promote the morale of students, faculty and non-academic personnel.

NOTE: Telephone operators , receptionists, student clerks and clerical staff should receive information and instructional sessions with reference to the importance of good telephone techniques, human relations and personality development. Films are available for this purpose. The Alberta Government Telephones provide this excellent service.

2. Nature of Contacts with Other Educational Agencies

(a) Personal contact has been established with:

- (1) Alberta College
- (2) Lethbridge Junior College
- (3) Camrose Junior College
- (4) Red Deer Junior College
- (5) Red Deer Vocational School
- (6) Southern Alberta Institute of Technology
- (7) Northern Alberta Institute of Technology

(b) Complete coverage of all High Schools in Alberta, East and West Kootenays, Western Saskatchewan. This is an annual objective. One Hundred and fifty-eight High Schools contacted to date.

3. Contact with Students

- (a) The initial contact is made through a group organized and approved by the Principal of the local High School, e.g. Career Nights, etc.
- (b) Mailing of literature to individual graduates brings a good response.
- (c) Personal interviews with prospective students, with his or her parents being present.

4. Contacts with Non-Educational Agencies

Regular correspondence with the following organizations:

- (a) Social clubs (230 in the City of Calgary)
- (b) Plans are being made to contact similar clubs in rural areas.
- (c) Public appearances as Guest Speakers at Professional group meetings and luncheons. A percentage of these groups have expressed a desire to know more about Mount Royal Junior College.

- (d) Personal contacts with Ministers of various religious denominations.
- (e) Publications of the following:
 1. "News Amplifier" (to United Churches) 9500 families received the first issue.
 2. "EMARCEE" newsletter circulated to 2800 alumni.

5. Relationship with Local Press

- (a) Advertising contracts are taken out each year with the Calgary Herald and the Albertan.
- (b) The North Hill News and Southside Mirror cooperate in the publication of news items, etc.
- (c) The City Editors and Women's Editors of the above newspapers are showing an increasing interest in Mount Royal Junior College.
- (d) A newspaper scrap book has been started.

6. Extent of Responsibility for Published Information

- (a) Approval for the publication and printing of publicity pamphlets and calendars is not determined by this department.
- (b) Where news items or other forms of publicity relate to the Academics of the institution these are at present approved by the Principal.

7. Lines of Communication with the Faculty

In the process of designing an inter-departmental Bulletin for Departmental Heads, members of the academic staff, administration and the Conservatory of Music and Speech Arts. This will be in mimeographed form and will be published monthly. The purpose is to acquaint the entire staff with the efforts and results of the Public Relations Department.

DATA SHEET # XVIII

MOUNT ROYAL JUNIOR COLLEGE TRANSFERS TO THE UNIVERSITY OF ALBERTA (CALGARY and EDMONTON) AND TO THE UNIVERSITY OF WESTERN ONTARIO.

A. UNIVERSITY OF ALBERTA, CALGARY

| Admitted to Univ. | STUDENT's NAME | Matric. Avg. | Univ. Faculty | Avg. 2nd Yr. Univ. | No. Univ. Failures | Recommendation | Avg. 3rd Yr. Univ. | No. Univ. Failures | Degree |
|-------------------|----------------------------------|--------------|---------------|--------------------|--------------------|-----------------|--------------------|--------------------|-------------|
| 62 | 1. (c) Actual students' names | 62.0 | Commerce | 58.4 | 0 | clear | | | |
| 62 | 2. (c) have been replaced | 65.0 | A & Sc. | 60.8 | 0 | clear | | | |
| 62 | 3. (c) with numbers. The | 59.8 | A & Sc. | 59.8 | 1 | 1 sup | | | |
| 62 | 4. (c) letter "c" after the num- | 63.0 | Educ. | 63.0 | 0 | clear | | | |
| 62 | 5. (u) ber indicates that the | 63.8 | A & Sc. | 61.0 | 0 | clear | | | |
| 62 | 6. (c) student was on the | 62.2 | Commerce | 54.6 | 0 | clear | | | |
| 62 | 7. (u) C.M.U.P. program. The | 60.0 | A & Sc. | 65.3 | abs. for 1 final | | | | |
| 62 | 8 (c) letter "u" indicates that | 62.7 | A & Sc. | 61.6 | 1 | 1 sup | | | |
| 62 | 9 (c) the student was fully mat | 60.7 | A & Sc. | 55.2 | 0 | clear | | | |
| 62 | 10 (c) rculated and had regular | 63.6 | Educ. | 59.7 | 0 | clear | | | |
| 62 | 11 (u) University entrance. | 59.8 | Commerce | 58.2 | 0 | clear | | | |
| 62 | 12 (u) | 62.1 | Commerce | 57.6 | 1 | 1 sup | | | |
| 62 | 13 (c) | 62.2 | Commerce | 45.4 | 3 | Cat III | | | |
| 62 | 14 (u) | | A & Sc. | 62.0 | 0 | clear | | | |
| 61 | 1 (c) | 60.4 | A & Sc. | 53.2 | 0 | clear | 57.6 | 0 | Requs. 2ds. |
| 61 | 2 (c) | 72.0 | Educ. | 68.0 | 0 | clear | 63.2 | 0 | 4th yr. Ed. |
| 61 | 3 (c) | 61.5 | A & Sc. | 58.8 | 0 | clear | 59.6 | 0 | BA Nov/63 |
| 61 | 4 (c) | 61.0 | A & Sc. | 53.0 | 1 | no sup | 57.4 | S | |
| 61 | 5 (c) | 66.7 | A & Sc. | 62.0 | 0 | partial (B and) | | | |
| 61 | 6 (c) | 66.7 | A & Sc | 60.0 | 0 | clear | 63.8 | 0 | BA /63 |
| 60 | 1 (c) | 68.7 | Engrng. | 48.0 | 4 | Cat IV | A & Sc. | 62 | Cat II |

B. UNIVERSITY OF ALBERTA, EDMONTON

| | | | | | | | | | |
|----|-------|------|-----------|------|---|--------|--|--|--|
| 62 | 1 (c) | | Dentistry | 57.3 | 3 | Cat IV | | | |
| 62 | 2 (u) | 62.7 | Commerce | 61.0 | 0 | clear | | | |
| 61 | 1 (c) | 62.0 | A & Sc | 43.0 | 2 | Cat IV | | | |

C. ** UNIVERSITY OF WESTERN ONTARIO

| | | | | | | | | | |
|----|-------|------|------------|---|--|--|--|--|--|
| 61 | 1 (u) | 59.6 | Bus.admin. | B.A. with Honours in Bus.Admin II Class, May 1963. | | | | | |
| 61 | 2 (u) | 65.9 | Bus.admin. | B.A. with Honours in Bus.Admin. II Class, May, 1963. | | | | | |
| 60 | 3 (u) | 60.2 | Bus.admin. | B.A. with Honours in Bus.Admin. III Class, May 1963. | | | | | |
| 60 | 4 (u) | 59.6 | Bus.admin. | B.A. with Honours in Bus.Admin. III Class, May 1962. | | | | | |
| 60 | 5 (u) | 64.5 | Bus.admin. | B.A. with Honours in Bus.Admin. III Class, November 1962. | | | | | |

** Note: No percentage grades are provided on University of Western Ontario transcripts -- only I, II, III, IV Class standing and Failure.

OBSERVATIONS

- (1) The students whose records have been traced were identified on the basis of academic transcripts sent from Mount Royal Junior College to the University of Alberta (Calgary and Edmonton) and the University of Western Ontario. All students transferring to the University of Western Ontario had completed two years of Business Administration at Mount Royal College and then took the B.A. in Business Administration at the University of Western Ontario.

- (2) The largest group of students (those entering U.A.C. in the fall of 1962) are classified as follows:

| | |
|--|---------------------|
| Clear pass into third year University -- | *64% (9 students) |
| Clear pass, but absent for 1 final -- | 7% (1 student) |
| Required to write one Sup. -- | 21% (3 students) |
| Classed as Category III -- | 7% (1 student) |

| | |
|-------|--------------|
| Total | 14 students. |
|-------|--------------|

Only one student was not allowed to continue on to third year University.

- (3) The highest 2nd year University average obtained by a member of this group was 65.3.

8 students had averages in the range 59.6 - 65.3

5 students had averages in the range 50.0 - 59.4

1 student had average in the range below 50.0

Five of the eight students in the 59.5 - 65.3 range were on the "C.M.U.P." and three were fully matriculated.

- (4) Six students transferred to U.A.C. in 1961 and are classified as follows:

| | |
|---------------------------------------|-------------------------|
| Granted B.A. degree - | 2 students |
| Registered in 4th year education - | 1 student (Avg. 65.5) |
| Partial student (owing to blindness) | 1 student (avg. 62.0) |
| Requiring 2nd class standings | 1 student |
| To write supplemental exams | 1 student |

| | |
|-------|------------|
| Total | 6 students |
|-------|------------|

- (5) All students who transferred to the University of Alberta in 1961 were on the "C.M.U.P." Of the sixteen students who transferred to the University of Alberta in 1962, ten were on the "C.M.U.P." (indicated with a "C" after their names) and six were fully matriculated when they entered Mount Royal Junior College (indicated with a "U" after their names.).

- (6) Sixteen students transferred to the University of Alberta in 1962 as compared to seven students in 1961, an increase of 129%.
- (7) Thirty students (including both those in the C.M.U.P. program and those fully matriculated upon entering Mount Royal) transferred to the University of Alberta in 1963 as compared to sixteen in 1962, an increase of 88%. Since these students entered University in the fall of 1963 no information is as yet available on their academic achievement. (A follow-up study of those students in the C.M.U.P. program has been carried out and appears on the following page).

* Note: Comparable data (for the same year 1962-63) on second year U.A.C. students with clear passes from second into third year is as follows:

| | <u>No. of Students in 2nd year</u> | <u>No. Clear to 3rd year</u> | <u>%</u> |
|--------------------|--|----------------------------------|----------|
| Arts & Science | 223 | 140 | 62.7 |
| Commerce | 49 | 22 | 44.8 |
| Education | 367 | 206 | 56.1 |
| Engineering | 71 | 31 | 43.6 |
| Physical Education | 1 | 1 | 100 |
| | <hr/> | <hr/> | <hr/> |
| | 711 | 400 | |

Overall percentage - 56.3%

THE "COMBINED MATRICULATION UNIVERSITY PROGRAM"

MOUNT ROYAL COLLEGE

Arts and Science (1st year) 1962-63 C.M.U.P. (M.R.C.)

Total enrolled : 50
No. completing matriculation: 33
No. of fully matriculated students who received University standing in:

| | | | | |
|-------------------|-------------------|-------------------|------------------|-------------|
| <u>4 subjects</u> | <u>3 subjects</u> | <u>2 subjects</u> | <u>1 subject</u> | <u>none</u> |
| 20 | 7 | 1 | 4 | 1 |

Summary: 33 out of 50 students enrolled in the C.M.U.P. program, completed senior matriculation. Of this group of 33 students:

20 (60.6%) received University standing in 4 subjects
7 (21.2%) received University standing in 3 subjects
1 (3.0%) received University standing in 2 subjects
4 (12.1%) received University standing in 1 subject
1 (3.0%) received University standing in no subjects.

Follow up of those students in this group who continued onto University:

Of the 20 students who received University standing in 4 subjects, 17 transferred to the University of Alberta, Calgary. Of this group of 17 students the results at the end of their second year University (UAC) were as follows (May 1964):

| |
|---|
| 11 (64.7%) Clear pass in a full program |
| 5 (29.4%) Required to write one supplemental exam |
| <u>1 (5.9%) Category III</u> |
| 17 |

Approximately 65% of the students transferring to UAC from the Mount Royal C.M.U.P. program do quite well in their second year University. Approximately 33% of the students successfully completing the C.M.U.P. program did in fact go on to University and were successful in their second year.

For purposes of providing some comparison of the abilities of students in the Mount Royal CMUP program with those of students enrolled at U.A.C., the following data may be of some value:

A table of University of Alberta, Calgary norms for Arts & Science students indicates that the mean total raw scores on the A.C.E. tests were:

| |
|--------------|
| 1956 - 118.5 |
| 1957 - 120.2 |
| 1958 - 121.0 |
| 1959 - 122.7 |

The mean of the total raw scores on the A.C.E. tests for the 72 Mount Royal students in the Arts & Science CMUP program for 1963-64 was 118.3.

SENIOR MATRICULATION COMPLETED AT MOUNT ROYAL COLLEGE
ENROLLED DIRECTLY INTO 1st YEAR UNIVERSITY

A. UNIVERSITY OF ALBERTA, CALGARY.

| Admitted to Univ. | Student's Name | MRC | | Univ. Faculty | Avg. No. | | Recommendation |
|-------------------|----------------------------|-------|--------|----------------|---------------|--------------|----------------|
| | | MRC X | MRC XI | | 1st Yr. Univ. | No. Failures | |
| 62 | 1. | | | 70.3 Education | 48 | 2 1/2 | Cat. IV |
| 62 | 2. | | | 60.1 Education | 54.8 | 1 | 1 Supp. |
| 62 | 3. | | | 59.5 A & Sc | 47.4 | 3 | Cat. IV |
| 62 | 4. (Actual students' names | | | 59.8 Education | 38.3 | 3 1/2 | Cat. IV |
| 59 | 5. have been replaced | | | 59.5 Education | 68.7 | 0 | Clear |
| 62 | 6. with numbers) | | | 60.6 A & Sc | 51.6 | 0 | Clear |
| 62 | 7. | | | 66.1 A & Sc | 44.6 | 0 | Cat. IV |
| 62 | 8. | | | 64.8 Commerce | 62.4 | 0 | Clear |
| 62 | 9. | | | 61.8 A & Sc | 36.0 | 5 | Cat. IV |
| 62 | 10 | | | 70.3 Commerce | 59.6 | 0 | Clear |
| 62 | 11 | | | 61. Engrng. | 47.5 | 2 1/2 | Repeat Yr. |
| 62 | 12 | | | 63.6 Education | 44.7 | 1 1/2 | Cat. II |
| 62 | 13 | | | 63.0 Engrng. | 52.9 | 1 | Pass-one sup. |
| 62 | 14 | | | 60.5 Education | 52.2 | 2 1/2 | Cat. III |
| 62 | 15 | | | 66.0 Commerce | 62.6 | 0 | Clear |
| 62 | 16 | | | 63.6 Education | 51.2 | 1 | Pass - 1 supp. |
| 62 | 17 | | | 64.6 Engrng. | 38.3 | 4 | Cat. IV |
| 62 | 18 | | | 64.0 Commerce | 55.8 | 1 | one supp |
| 62 | 19 | | | 61.0 Commerce | 61.2 | 0 | Clear |
| 62 | 20 | | | 62.7 Engrng. | 58.7 | 0 | Clear |
| 62 | 21 | | | 62.5 Education | 53.7 | 1 | Cat. II |
| 62 | 22 | | | 62.0 Commerce | 46.2 | 2 | Cat. III |
| 62 | 23 | | | 62.7 A & Sc | 42.8 | 3 | Cat. IV |
| 62 | 24 | | 73.9 | 70.7 A & Sc | 55.4 | 1 | 1 subj.rep. |
| 62 | 25 | | | 68.7 A & Sc | 72.6 | 0 | Clear |
| 62 | 26 | | | 62.3 A & Sc | 36.4 | 5 | Cat. IV |
| 62 | 27 | | | 65.0 Education | 53.3 | 1 | 1 sub. rept. |
| 62 | 28 | | | 66.5 A & Sc | 69.6 | 0 | Clear |
| 62 | 29 | | | 62.5 Education | 62.2 | 0 | Clear |
| 62 | 30 | | | 59.3 Commerce | 58.8 | 0 | Clear |
| 62 | 31 | | | 64.9 A & Sc | 65.8 | 0 | Clear |
| 62 | 32 | | | 62.8 Commerce | 43.0 | 3 | Cat. III |
| 62 | 33 | | | 61.6 Education | 58.2 | 1 | 1 sub.rept. |
| 62 | 34 | | | 60.5 A & Sc | 54.8 | 0 | Clear |
| 62 | 35 | | | 69.0 Education | 58.9 | 0 | Clear |
| 62 | 36 | | | 62.3 A & Sc | 55.4 | 1 | 1 supp. |
| 62 | 37 | | | 61.6 Engrng. | 40.0 | 3 1/2 | Cat. III |
| 62 | 38 | | | 59.7 A & Sc | 32.8 | 5 | Cat. IV |
| 62 | 39 | 61.1 | 54.2 | 64.8 Commerce | 63.6 | 0 | Clear |
| 62 | 40 | 62.8 | 57.2 | 60.0 Education | 42.7 | 3 | Cat. IV |
| 62 | 41 | | | 59.6 A & Sc | 42.6 | 3 | Cat. IV |
| 62 | 42 | | | 63.3 Education | 54.1 | 1 | Cat. II |

B. UNIVERSITY OF ALBERTA, EDMONTON

| Ad- mitted to Univ. | Student's Name | MRC Matric. Avg. | Univ. Faculty | Avg. 1st yr. Univ. | No. Univ. Failures | Recommen- dation |
|---------------------------|----------------|------------------------|------------------|--------------------------|--------------------------|---------------------------|
| 62 | 43 | 70.0 | A & Sc | 49.4 | 1 | Registered in 2nd year |
| 62 | 44 | 65.0 | Engrng. | 69.8 | 0 | Clear |
| 62 | 45 | 61.8 | Science | 56.3 | 0 | Clear |

OBSERVATIONS:

- (1) In 1961 a total of 45 students took one or more Grade XII subjects at Mount Royal College and qualified for direct enrollment into first year University. They did not attend Junior College at Mount Royal but enrolled directly in first year at the University of Alberta in the Fall of 1962.
- (2) Of these 45 students 17 had a clear pass in all first year university subjects and entered 2nd year university with no supplementals and no subjects to repeat. In other words, 37.8% of the 1961-62 students who completed Grade XII at Mount Royal had clear passes in their first year at the University of Alberta. This is a somewhat lower percentage than the 49.7% of the total first year enrollment at U.A.C. who had clear passes into second year in 1962-63. This situation is probably explained by the fact that many of the students attending Mount Royal for Grade XII did so in order to gain a matriculation average that would enable them to go on to University. (It is interesting to note that the percentage of the total first year enrollment at U.A.C. who had clear passes into second year in 1961-62 was 49.6)
- (3) Of the 45 Mount Royal students who entered first year University in Alberta in 1962, three had attended Mount Royal for Grade XI and two had attended Mount Royal for Grades X and XI. Of these students, one had a clear pass at the end of first year University, one was required to repeat one University subject and one was placed in Category IV.
- (4) Of the above mentioned 45 students the highest first year University average was 72.6 . The breakdown of averages by categories is as follows:
 - 1 student had an average in the range 70 - 75 (2.2%)
 - 4 students had averages in the range 65 - 70 (8.9%)
 - 5 students had averages in the range 60-65 (11.1%)
 - 9 students had averages in the range 55-60 (20.0%)
 - 9 students had averages in the range 50-55 (20.0 %)
 - 17 students had averages in the range below 50 (37.8%)

In order to explain the categories used in the previous follow-up studies the following are the definitions of these categories, established by the General Faculty Council of the University of Alberta for the First Year Committee.

CATEGORY II

"A student would be placed in Category II if his record was markedly below the standards required for graduation, i.e. if he had failed approximately one-third of his courses with an average close to or below 50%. He would be advised to reconsider his plans for a University education, and to consult the Director of Student Counselling Services in doing so. He would be granted supplementals, and his record would be reviewed after the period of supplemental examinations. He might then be required to repeat this year.

CATEGORY III

"A student would be placed in Category III if his record was unsatisfactory, i.e. if he had failed approximately half of his courses, and, except under exceptional circumstances, his average was at least 50%. He would not be granted supplementals, and would be advised to withdraw from the University. He would also be advised to consult Student Counselling Services. If he chooses to return he would be required to repeat his year, normally with no credit in courses passed. He would not be recommended for grants or loans under the Students Assistance Act during the repeated year.

CATEGORY IV

"A student would be placed in Category IV if his record was extremely unsatisfactory, i.e. if he had failed half or more than half of his courses, with an average below 50%. He would not be granted supplementals, and would be required to withdraw from the faculty in which he was last registered. A second registration would not be permitted until the causes of the failure had been corrected (normally a minimum of one year would be required for this process) Re-admission would be approved only after a recommendation from the Director of Student Counselling Services had been received by the Dean or Director concerned. The student, if re-admitted, would then be required to repeat this year, normally with no credit in courses passed. He would not be recommended for grants or loans under the Students Assistance Act during the repeated year.

"A student who had twice been placed in Category III and/or Category IV would be required to withdraw permanently from the faculty in which he was last registered.

DATA SHEET # XIX

BURSARIES, SCHOLARSHIPS AND LOANS AVAILABLE TO MOUNT ROYAL COLLEGE STUDENTS

JUNIOR COLLEGE DIVISION

1. The Nickle Foundation Scholarship of \$200 to a returning student with high standing in first year Business Administration who resides in Southern Alberta.
2. The Nickle Foundation Scholarship of \$200. to a returning student with high standing in first year Engineering who resides in Southern Alberta.
3. The Calgary section Council of Jewish Women Bursary of \$25.00 to the student with highest general standing in second year Business Administration.
4. The Calgary B'nai B'rith Bursary of \$25.00 to the second year Junior College student with the highest general standing in Mathematics.
5. The Calgary B'nai B'rith Bursary of \$25.00 to the second year Junior College student with highest general standing in the Sciences.
6. The United Church Women Scholarship of \$100. for highest standing in the Junior College.
7. The Mount Royal College Scholarship of \$100 for highest standing in first year Business Administration Program "D".
8. The Imperial Oil Scholarship of \$100 for highest standing in first year Engineering.
9. The Mount Royal College Scholarship of \$100 for highest standing in first year Radio and Television Program.
10. The Mount Royal College Scholarship of \$100 for highest standing in first year Community Service Program.

Entrance Scholarships:

1. The Dr.G.W.Kerby Memorial Scholarship of \$250.00 offered to a graduate of Grade XII who enters as a resident student for a Junior College or Secretarial School program. The student completing Grade XII in not more than two successive years, making the highest average over 70% in the Grade XII June Departmental examinations among all who have applied for this scholarship, will be eligible for this award.
2. The Dr.G.D. Stanley Scholarship of Free Tuition to a High River student who takes a Junior College course in Mount Royal as a resident student.
3. Two Nickle Foundation Scholarships of \$200.00 each offered to students entering the Junior College in First Year Business Administration or Engineering. The two southern Alberta students having the highest average mark in Grade XII subjects in June Departmental examinations will be awarded the Scholarships.

4. Three Board of Governors Scholarships, one of \$100.00 and two of \$50.00 each, are offered to Calgary students who enroll in the first year in Mount Royal Junior College or in the Secretarial School. Awards will be based on Grade XII June Departmental examination results. The student making the highest average mark among those who have applied for one of these scholarships will be eligible for the \$100.00 scholarship; the next two, \$50.00 each.
5. Two Board of Governors Scholarships, one of \$100.00 and one of \$50.00 are offered to students who enroll as resident students in the first year of Junior College in Mount Royal College. Awards will be based on Grade XII June Departmental examination results. The student making the highest mark among those who have applied for one of these scholarships will be eligible for the \$100.00 scholarship, the next the \$50.00 scholarship.

HIGH SCHOOL DIVISION

1. Three Board of Governors Bursaries, one of \$100.00 and two of \$50.00 each, are offered to students who enroll as resident students in the High School Division of Mount Royal College.
2. Margaret Carrick Scholarship of \$50.00 presented by the Mount Royal College Educational Club to a Grade XII student, awarded for proficiency in academic studies and contribution to the life of the College.
3. The Dr. G. W. Kerby Chapter, I. O. D. E. Memorial Scholarship of \$50.00 for highest standing in Grade XI.
4. The Mount Royal College A. T. A. Scholarship of \$50.00 for highest standing in Grade X.
5. The Irene Stevenson Layton Scholarship of \$35.00 to a Grade XI student who has made an outstanding contribution to residence life.

SECRETARIAL SCHOOL

Entrance Scholarships:

1. The Dr. G. W. Kerby Memorial Scholarship of \$250.00 offered to a graduate of Grade XII who enters as a resident student for a Junior College or Secretarial School program. The student completing Grade XII in not more than two successive years, making the highest average over 70% in the Grade XII June Departmental examinations among all who have applied for this scholarship, will be eligible for this award.

2. The H. E. Howard Scholarship of \$50.00 offered to a graduate of Grade XII who enters as a resident student in the Secretarial School, awarded on the same basis as above.
3. Three Board of Governors Scholarships of \$100.00 are offered to students who enroll in the first year in Mount Royal Junior College or in the Secretarial School. Awards will be based on Grade XII June Departmental Examination results. The student making the highest average mark among those who have applied for one of these scholarships will be eligible.

CONSERVATORY OF MUSIC

The following Scholarships are awarded on the basis of achievement in the Mount Royal College Music and Speech Arts examinations and are to be applied toward further study in the Conservatory of Music, or with a branch studio teacher.

To be eligible for a scholarship award a student must obtain a minimum of eighty per cent of the total mark available in the practical examination and also must have successfully completed all the theoretical requirements pertaining to the grade. The minimum mark for a scholarship award in the diploma examination is seventy-five per cent. Scholarship awards to students of theoretical subjects are subject to the student completing all the theoretical requirements of the grade and obtaining a minimum average mark of seventy-five per cent.

Pianoforte

| | |
|-----------------------|------------------|
| Alberta Piano Company | \$100.00 Diploma |
| Kiwanis Club | 100.00 X |
| Muriel H. Clarke | 50.00 X |
| Heintzman Co. Ltd. | 50.00 IX |
| Mrs. A. Fleming | 50.00 VIII |
| Fisher's Music Supply | 50.00 VII |
| T. Eaton Co. Ltd. | 50.00 VI |

Violin

| | |
|---------------------------|------------------|
| W. Knight Wilson Memorial | |
| Scholarship | \$ 50.00 Diploma |
| West Printing Co. Ltd. | 50.00 X |
| John S. Bach | 50.00 IX |
| Dr. W.J. Collett | 50.00 VIII |
| F. McKinnon | 50.00 VII |
| Woodwards Stores Ltd. | 50.00 VI |

Singing

| | |
|-------------------------|------------------|
| Mrs. John H. Garden | \$100.00 Diploma |
| Calgary Choral Society | 50.00 IX |
| Henry Birks & Sons Ltd. | 50.00 VIII |
| Hudson's Bay Company | 50.00 VI |

Woodwind and Brass

| | |
|---------------------------|------------------|
| Musselwhite Ritchie & Co. | \$ 50.00 Diploma |
| R. H. Jenkins | 50.00 VI-X |
| Union Milk Co. | 50.00 VI-X |
| Ronald Senkow, Saxophone | 25.00 VI-X |

Organ

| | |
|--------------------|------------------|
| Dr. John H. Garden | \$100.00 Diploma |
|--------------------|------------------|

Theory of Music

| | |
|--------------------|------------|
| Peter J. Hodgson | \$ 30.00 V |
| Ravvin's Ltd. | 25.00 IV |
| Leonore Walters | 20.00 III |
| Leonard H. Leacock | 15.00 II |

Speech Arts

| | |
|----------------------|------------------|
| Dr. Howard P. Wright | \$ 50.00 Diploma |
| Frank Freeze | 50.00 X |
| Charles F. Steele | 50.00 IX |
| Dr. J. G. Anderson | 25.00 VIII |
| George Harris | 25.00 VII |

Speech Theory

| | |
|-------------------|----------|
| Leona F. Paterson | \$ 25.00 |
|-------------------|----------|

"DECISION" TV PROGRAM SCHOLARSHIPS

THE HUDSON'S BAY COMPANY OFFERS FOR COMPETITION
A MINIMUM \$20,000 IN SCHOLARSHIPS IN COOPERATION
WITH MOUNT ROYAL COLLEGE, CALGARY.

Forty-eight scholarships will be offered through the television program "Decision" which appears every Sunday at 3 P.M. over CHCT, Channel 2, Calgary. 12 scholarships will be awarded each 13 weeks. The scholarships are for the following courses at Mount Royal College, Calgary:

SCHOLARSHIP A -

To high school students who have completed Alberta Senior Matriculation or who will complete Matriculation by September 1, 1964. Twenty-four full scholarships in faculty of arts, science, education, commerce, engineering or business administration. (One year scholarship only) each scholarship worth \$300.

SCHOLARSHIP B -

To adult business men and woman who meet the entrance requirements (minimum age 23, minimum business experience 3 years) a full two year scholarship, value \$500.00, in the evening Business Development Program, or to high school students , who will complete the High School Diploma, prior to Sept. 1, 1964, a one or two year scholarship leading to the Certificate or Diploma in Business Administration, value \$900.00, (twenty-four full scholarships)

THE PROGRAM -

The television program "Decision" is a panel discussion of Case Problems in business. Each Case is discussed by a panel of Calgary businessmen, with Mr. Charles H. Cook, LL. B., M.B.A. Chairman of the Department of Business Administration, Mount Royal College, acting as moderator. A final "decision" for each case is given by the special guest on each program who is a Calgary Senior Executive.

METHOD OF AWARDING SCHOLARSHIPS -

1. Twelve Scholarships will be awarded each 13 week segment.
2. Candidates must submit their written decision on a business case prior to it being discussed on the Television Program "Decision".
3. Qualifiers for each week will be chosen from the written decisions received based on the strength of their decision and their aptitude for a business career.
4. At the end of each 13 weeks, those candidates for scholarships who have qualified, will be asked to enter a competitive exam under the supervision of Mount Royal College. The candidates will be given a case taken from the cases discussed on the program "Decision" and be required to submit their written solution to the examiner.

RULES GOVERNING SCHOLARSHIPS -

1. All Scholarships are tenable at Mount Royal College only, as tuition fees.
2. Scholarship winners must meet entrance requirements, as specified by Mount Royal College.
3. Scholarship candidates must indicate for which Scholarship category they are applying A, or B.
4. Scholarship candidates may submit decisions for more than one category but can win only one.
5. Scholarship candidates may submit their decisions on each case until they qualify.
6. Scholarship winners will be selected from the final exam by the Department of Business Administration, Mount Royal College, whose decision will be final.

WEEKLY QUALIFYING RULES --

1. Two Cases will be published in Saturday's papers in Hudson's Bay Company advertising. Case No. 1 will be the case for discussion on the following day and Case No. 2 will be the case for discussion in one week's time.
2. Scholarship candidates must mail their written decision on Case No. 2 to the Business Administration Department, Mount Royal College, Calgary postmarked no later than midnight the Wednesday following first publication of the case. Decisions should be limited to 400 words.
3. Qualifiers will be announced each week on the program "Decision", from answers received on the Case discussed the week before.

NOTE: While these are designated as "Hudson's Bay Company" Scholarships, they are not paid by the Hudson's Bay Company, but are given by the College as reduction of fees. The Hudson's Bay Company bears the cost of advertising and a large part of the TV time cost for the program.

ATHLETIC SCHOLARSHIPS

Scholarships totalling \$8000.00 have been available in the 1963-64 academic year to students who are on the Mount Royal College Cougar Junior Football Club. These Scholarships are given by the College as reduction of fees.

RECOMMENDATIONS

RECOMMENDATIONS

1. The Act to Incorporate Mount Royal College and related Amendments provides for a Board of Governors "which shall consist of not more than forty members and not less than twenty-four." This has provided a Board of Governors which, because of its large number, is both irregular in attendance and unwieldy in size. To provide an efficient and continuously operating Board of Governors it is suggested that the minimum number be considered an optimum number. Through retirement of Board members and the resignation of those who are unable to attend meetings with regularity and pursue with activity and enthusiasm those matters entrusted to them, it would be possible to shape a smaller, more coherent, and more active Board of Governors. The future of Mount Royal College depends in large measure upon an active, dedicated, and informed Board of Governors. This is a matter of most urgent concern and should receive early attention from a Committee of the Board of Governors set up specifically to review the membership of the Board. It is essential that membership on the Board of Governors not be considered merely an honorary position, requiring little time and effort of the members.

2. Re: Committees of the Board of Governors

It is recommended that along with a smaller Board of Governors, committees of the Board, both smaller in number and smaller in membership would be in order. Such committees could function more efficiently and more frequently if membership was maintained at three to five members each. The committees previously named as "Music", "Research" and "Business Administration" have ceased to exist. With the exception of the committee on "Research" (see #3) this is a step in the right direction. It is recommended that the committee on "Athletics" be abolished and the matter of athletics come within the scope of the physical education program of the College under an administrative organization proposed later in this report.

3. It is recommended that the Board of Governors committee on "Research" be reactivated with all possible haste. Such a committee could usefully determine areas of research most relevant to the needs of the Board and the well-being of the College. It could serve to provide data for the long range planning of the college, and, as such, work closely with the President, General Faculty Council, Academic Senate, and Finance Committee. This could be facilitated if the Chairman of this committee was also a member of the Senate. Undoubtedly, an immediate area of research for this committee would involve an investigation of all possible sources of funds available to the college from various educational foundations, corporations, church bodies, private philanthropists, business and industry. The "Research" committee might well gather the appropriate data for a submission to the Provincial Cabinet concerning Capital assistance for Mount Royal College.

4. It is recommended that the Board of Governors committee on "Personnel" give early and careful study to the whole question of salary and academic rank for members of the faculty of Mount Royal Junior College. A proposed Salary Schedule follows. This schedule is based on a study of some 75 similar institutions and would do no more than make Mount Royal competitive in salary. In order to maintain and recruit able faculty members a competitive schedule is imperative.

With regard to "academic rank", it is proposed that those members holding doctorates be considered for placement in Assistant or Associate Professor categories and those holding M. A. degrees with proven merit over a period of service be considered for placement in the Assistant Professor category. Such decisions to be made on the basis of merit and qualification by the committee on "Personnel"

5. It is recommended that the Board of Governors committee on "Finance" undertake a long range study designed primarily to develop means of stabilizing the financial position of the College. This may well involve the establishment of a major endowment fund. Such planning will of necessity have to be conducted in close cooperation with the committee on "Research". It is a matter of major importance that the financial position of Mount Royal College become stabilized on a sound basis.
6. It is recommended that the Board of Governors "Executive" committee be a small body to act as a "cabinet" to the President and assist with policy decisions referred to them which require immediate action and are within the scope of powers to be designated to them by the Board of Governors.
7. It is recommended that the committee on "Property" give immediate attention to a total study of the location, accommodation and facilities of Mount Royal College in order to present the necessary recommendations for future growth and expansion of the College. Relevant data for such a study are contained in the section of this report entitled "Physical Plant". This committee could require information from the Academic Senate as to their judgment concerning the desirable maximum enrolment that Mount Royal College should prepare to accommodate. The establishment of a maximum enrolment figure with emphasis on quality education rather than continued expansion with emphasis on quantity enrolment is strongly recommended. Almost all aspects of future planning for the College depend on this recommendation.

There is already abundant evidence that classroom and laboratory accommodation is far from adequate for the number of students presently enrolled. The whole question of residence accommodation requires long range planning, as well as some immediate temporary decisions. The space and staff available for the work of the Registrar are inadequate. More appropriate accommodation and location of secretarial assistance for the academic faculty is required.

8. The following single salary schedule grid is recommended for all Faculty members. In order to recruit and retain well qualified faculty members such a schedule should be considered appropriate at the present time and may indeed require upward revision in the near future.

| | A | B | C | D | E | F |
|------|------------------------------------|-------------------------------------|--|--|---|-------------------|
| | 1 yr trg. beyond Sr. Matric. | 2 yrs.trg. beyond Sr. Matric. | 3 yrs.trg. beyond Sr. Matric. (no degree) | 4 yrs. trg. or One University Degree. | 5 yrs. trg. or Two under Grad. Univ. Degrees | Masters Degree |
| Step | | | | | | |
| 1 | \$3050. | \$3550. | \$4050. | \$5000. | \$5425. | \$5850. |
| 2 | 3300. | 3800. | 4300. | 5300. | 5725. | 6150. |
| 3 | 3550. | 4050. | 4550. | 5600. | 6025. | 6450. |
| 4 | 3800. | 4300. | 4800. | 5900. | 6325. | 6750. |
| 5 | 4050. | 4550. | 5050. | 6200. | 6625. | 7050. |
| 6. | 4300. | 4800. | 5300. | 6600. | 7025. | 7450. |
| 7 | 4550. | 5050. | 5550. | 7000. | 7425. | 7850. |
| 8 | 4800. | 5300. | 5800. | 7400. | 7825. | 8250. |
| 9 | 5050. | 5550. | 6050. | 7800. | 8225. | 8650. |
| 10 | 5300. | 5800. | 6300. | 8200. | 8625. | 9050. |
| 11. | 5550 | 6050. | 6550. | 8600. | 9025. | 9450. |
| 12 | ---- | ---- | ---- | 9000. | 9500. | 10000. |

Minimum starting salary according to years of teaching experience:

| <u>Years of Exp.</u> | <u>Step.</u> |
|----------------------|--------------|
| Less than 1 | 1 |
| 1 | 2 |
| 2 -3 | 3 |
| 4 -5 | 4 |
| 6 -7 | 5 |
| 8 & over | 6 |

9. The proposal for Administrative Reorganization involves an attempt to provide both staff and line directions of communication in a manner which will clearly define areas of development and lines of responsibility. The Directors of the University Transfer Division, the School of Business Administration and Career Development, the High School Division, and Religious Education shall assume major responsibility for the organization and development of programs in their divisions, to be carried forward (after consultation with the Dean) to the General Faculty Council and the Academic Senate. Once such programs have been approved in this manner it then becomes the responsibility of these Directors to administer the programs efficiently. When such administration raises questions of policy not yet determined, consultation with the Dean and President would then be in order to discover appropriate action.

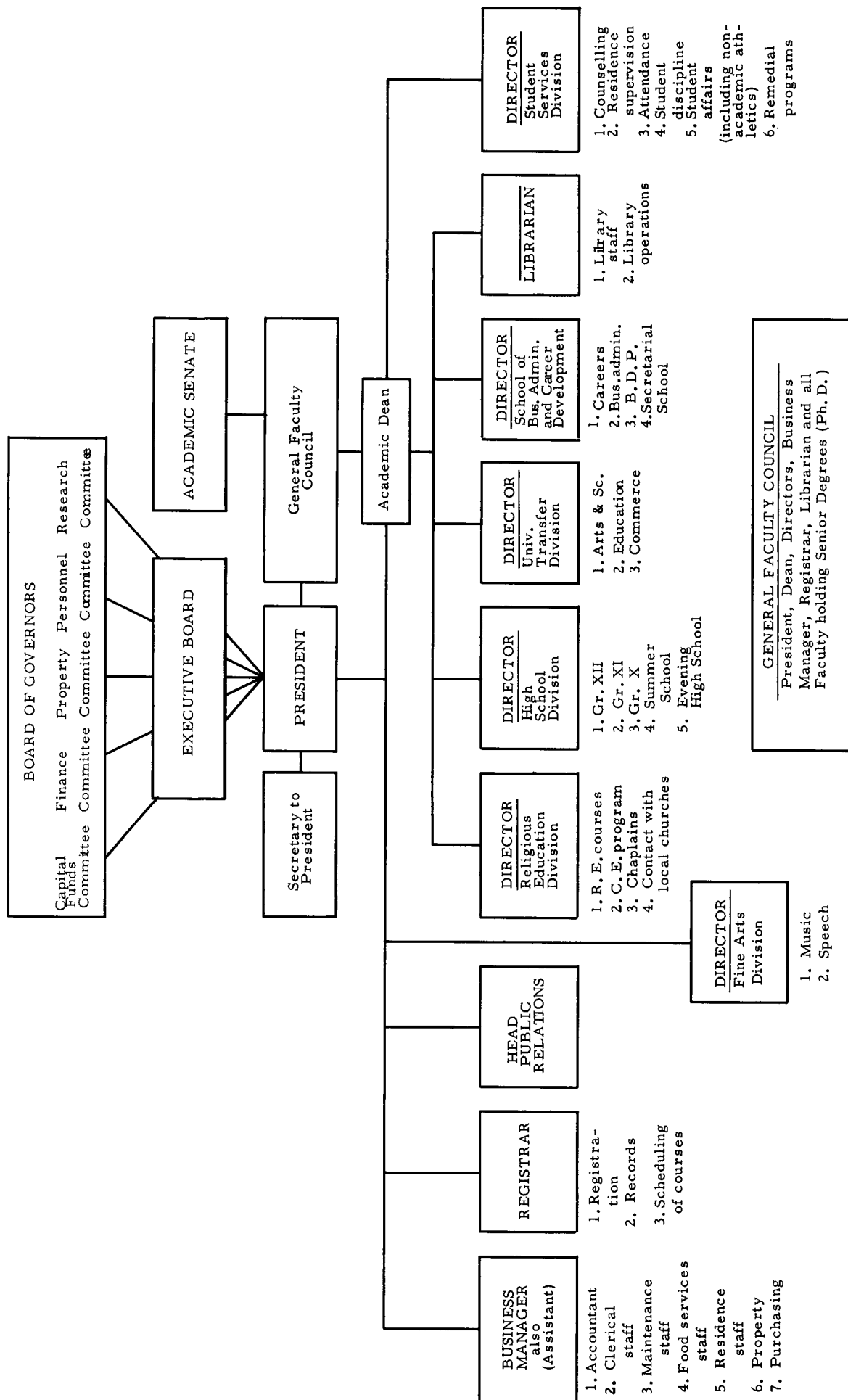
The Director of the Fine Arts Division shall be responsible for the organization and development of programs in that Division. These would require approval by the General Faculty Council and the Academic Senate. Once such programs have been approved in this manner it then becomes the responsibility of the Director to administer the programs efficiently. When such administration raises questions of policy not yet determined, consultation with the President would then be in order to discover appropriate action. It is recommended that the present Committee of Direction for the Conservatory of Music be abandoned. When the Division of Fine Arts provides any course offerings for the High School or Junior College, the Division would then work through the Directors involved (i. e. High School, University Transfer, School of Business Administration and Career Development, or Religious Education).

Meetings of the General Faculty Council and the Academic Senate would be chaired by the President.

The Business Manager, Registrar , Head of Public Relations, would be directly responsible to the President and would not establish lines of communication with the Board of Governors except through the President. The President may from time to time, however, request these officers to report directly to the Board of Governors.

Divisional Budgets should be established (including Library allocations, capital equipment, faculty salaries, operating expenses, etc.) by the President (in consultation with Directors of Divisions and the Business Manager) and approved by the Board of Governors. It would then become the responsibility of the Directors to operate within the scope of their determined budgets.

It is recommended that an assistant to the Business Manager be appointed. He would work under the direct supervision of the Business Manager.



Salary Bases for Administrative Positions

| | |
|-------------|----------------------------|
| President - | \$12,000. (plus residence) |
| Dean | 11,000. |
| Directors | 9,000. |

Re: Student Services Division

It must be recognized that although it is recommended that all "student services" activities come under the leadership of one Director, it is desirable to deploy faculty in the Student Services Division in such a manner as to avoid a clash between the counselling function and the disciplinary function.

10. RESPONSIBILITIES FOR IMPROVING COLLEGE TEACHING

(A tentative list of the special functions of administrative officers, teachers, other staff members, and students in making college teaching increasingly effective.)

President's Role:

1. To create an atmosphere in the college as a whole which will be conducive to good teaching -- an atmosphere in which good teaching is recognized and respected.
2. To reward good teaching, giving important weight to this in the initial selection of faculty personnel and in reaching decisions on tenure and promotional problems.
3. To expedite the work of college teachers by providing them with suitable working conditions, supplies and equipment.
4. To encourage good teaching by providing support for experimentation in teaching procedures, visits to institutions where excellent programs are in operation, payment of expenses to professional meetings concerned with teaching problems, granting of sabbatical and other leaves for study, and similar provisions.
5. To outline clearly the services expected of faculty members, indicating the significance of non-class activities in promoting good teaching.
6. To strengthen the morale of the faculty by showing concern for the personal and professional development of each staff member and by being constantly on the alert to recognize and deal with situations that may cause a feeling of insecurity on the part of faculty members.
7. To promote faculty participation in college policy-making, permitting college teachers to help share the policies and programs under which they operate.
8. To devise ways of promoting reading and study of current theories and methods in higher education through development of local workshops, institutes, discussion groups, faculty browsing rooms, etc.

9. To issue an institutional newsletter frequently dealing, among other things, with instructional problems.
10. To delegate a responsible and competent academic dean a large measure of responsibility for encouraging good teaching, granting this individual all the powers necessary in order that he may give adequate leadership to the faculty on curriculum and instructional problems.
11. To offer strong leadership to the Board of Governors and Academic Senate in order to ensure sound growth and development of the Institution, both academically and physically.

Dean's Role:

1. To give real educational leadership to the staff through constant study of the college program, informal contacts with individual faculty members, and consultation with Divisional program and curriculum committees.
2. To make constant efforts to coordinate effectively the work of the various divisions of the college, helping them to keep their sights on the contributions they can individually make to the total college enterprise.
3. To work with the faculty in clarifying the basic aims or objectives of the college program as a whole and Divisions individually.
4. To help select persons who will be useful members of the teaching staff, working toward this goal by helping divisional chairman identify such persons and by providing the President with critical evaluations of the individuals nominated for appointment or promotions.
5. To discuss personal or college problems sympathetically with any faculty member who wishes to do so.
6. To work with the President in making available special teaching aids, such as adequate laboratory equipment and help, visual aids and facilities for their effective use, trained library staff with time to help instructors, special books and articles dealing with instruction, etc.
7. To conduct an in-service training program for faculty members, including orientation of new staff members, discussions of educational problems, class visitation where feasible, and the like.
8. To foster a program of cooperative study, experimentation and research on teaching problems.
9. To consult with instructors who may need skilled technical assistance in planning studies of their classroom problems.

10. To arrange for clerical and statistical operations required in studies of teaching problems.

NOTE: In general, the primary function of the Dean will be to provide leadership and co-ordination to the total academic program of the College.

Departmental or Divisional Director's Role:

1. To guide development of the total teaching program in the field (s) involved, serving as chairman of a staff committee charged with this responsibility for his Division.
2. To locate new staff members, giving proper attention in their selection to demonstrated or potential teaching ability, and recommending qualified persons to the dean and president for appointment.
3. To recommend promotions and salary increments, valuing teaching competence appropriately in making these recommendations.
4. To work with instructors in developing appropriate requests for teaching materials, supplies, and the secretarial and clerical assistance required for effective teaching.
5. To discover special abilities and disabilities of teachers in the department or division, using this information in adjusting class responsibilities and in making other assignments.
6. To counsel instructors in the field (s) involved on their teaching problems, visiting classes when this gives promise of being a constructive way of helping the individuals concerned.

NOTE: It is extremely important that the Directors of the High School Division, University Transfer Division, School of Business Administration and Career Development and Religious Education work very closely with the Dean in planning and co-ordinating the activities of their Divisions. This is particularly necessary where teaching faculty is shared by Junior College and High School Divisions.

Teacher's Role:

1. To outline specific objectives for each course, discussing these with colleagues in the same and related departments in order to determine its proper purposes and scope.
2. To familiarize himself with instruction given in related fields and with preparatory and sequential courses in the same field, so that the work

included in a particular course can be properly articulated with other school and college experiences.

3. To plan instruction for the year, term, unit, and individual day in such a way as to make effective use of the opportunities provided.
4. To know individual students and to use this information effectively in adjusting instruction to the wide differences that exist among students with respect to backgrounds, abilities, interests, and goals.
5. To keep abreast of new developments in his instructional field, as these relate both to subject content and to the methods and materials designed for teaching purposes.
6. To give attention to the social dynamics of the classroom, helping each student to feel that he is functioning as a member of the group.
7. To discuss teaching problems with colleagues and administrative officers when this may lead to more effective solutions of them.
8. To experiment with many different techniques and methods in pursuit of teaching objectives, flexibly varying approaches used in the particular purposes sought.
9. To make continuing efforts to help students appraise their learning and to gather such independent evidences as will shed light on the actual effectiveness of the instruction provided. This should involve the use of course evaluation forms to be completed by students.
10. To participate in activities outside the college classroom, such as student counselling, service on faculty committees, advising student organizations and community projects, that give promise of enriching classroom service.
11. To join with other teachers in experimental studies of instructional procedures.

Counsellor's Role:

1. To supply classroom teachers with summaries of pertinent information concerning the backgrounds, aptitudes and personality traits of students enrolled in a given course.
2. To discuss problem cases with the individual teacher.
3. To conduct periodic discussions of counselling problems, occasionally presenting illustrative cases in order to familiarize teachers with the proper use of personnel records.

4. To study the college's present and former students in cooperation with other members of the college staff, with a view to finding out what kinds of young people are served by the college and what responsibilities they later assume.
5. To assist faculty members in selecting, developing, or improving tests and other evaluative instruments.
6. To conduct such general studies of instructional problems as may be assigned by faculty committees in consultation with administrative officers.

Librarian's Role:

1. To bring new books and other pertinent materials to the attention of the teacher and division chairman.
2. To arrange library materials in such a way as to maximize their use by students and faculty in a particular course.
3. To provide instructors periodically with information relative to the use students make of library materials.
4. To provide Divisional Directors with periodic statements of the status of their Divisional Library Budget allocation.

11. MOUNT ROYAL COLLEGE ACADEMIC SENATE

The establishment of an Academic Senate for Mount Royal College is recommended. The functions of the Senate shall be to concern itself primarily with the Academic operation of the College and to deal with those matters referred to it by the General Faculty Council, Dean, or President which have implications of an academic nature.

It shall function as a policy making body with regard to academic matters, but be responsible to the Board of Governors.

The President shall act as Chairman of the Academic Senate and the Registrar serve as Secretary. The composition of the Senate shall be as follows:

University of Alberta, Calgary

Prof. John Prescott

Prof. Robert N. Anderson

Prof. S. A. Lindstedt

Prof. E. F. Guy

Prof. F. E. Churchley

Department of Physics

Head, Department of Education Foundations

Head, Department of Curriculum and
Instruction, Faculty of Education

Head, Department of English

Head, Department of Fine Arts

Calgary School Board

J. James

Assistant Superintendent in charge
of Secondary Schools

Mount Royal College Board of Governors

S. T. Reynolds

Imperial Oil Refinery Ltd.,
Ogden Rd., Calgary,

E. B. Lyle

Lyle Bros. Ltd., 627 6 Ave. S.W., Calgary.

Dr. G. P. MacLeod

Knox United Church, 6 Ave. & 4 St. SW.,
Calgary.

Dr. N. R. Mercer

Central United Church, 7 Ave. & 1st St. W.,
Calgary.

President, Alberta Conference
The United Church of Canada.
Chairman, Board of Governors.

Mount Royal College Faculty

President

Dean

Director of the University Transfer Division

Director of High School Division

Director of Religious Education

Registrar

Director of Fine Arts Division

Director of the School of Business Administration and
Career Development

Separate School Board

J. V. Van Tighem

Superintendent, Separate School Board.

Department of Education

L. W. Kunelius

High School Inspector

The Senate will regularly meet (8:00 p.m.) on the third Monday of each month unless otherwise advised by the President.

12. Inasmuch as many of the advantages of a Junior College tend to disappear when the College becomes too large, a special committee of the Faculty chaired by the President, should be established by the Academic Senate to study the matter of maximum enrollment at Mount Royal College. Such a committee would present its recommendations in this regard first to the Academic Senate and subsequently to the Board of Governors for final decision. Such a decision would greatly facilitate future institutional planning of physical, curricular and administrative nature.

If enrollment reaches a point where a limitation must be imposed, the programs of the Junior College and Grade XII should be considered the most basic to the operation of the College. Programs for Grades X and XI should then be considered seriously with a view to the rationale for dropping or retaining these programs. It may be that only certain courses in Grade XI would be necessary to facilitate the operation of the Grade XII program.

13. Inasmuch as the Library forms the core of any educational institution, it is recommended that Divisional Heads study carefully the Library holdings in those areas of concern to their Division. Useful information for this purpose will be found in the section of this report on "The Library". Divisional Heads, once aware of the extent of Library holdings, should then make every effort, through their library budget allocation, to order those books, journals and periodicals which are required for the courses offered in their Division. Close liaison with the Librarian should reveal the extent of student usage of the Library resources, and Divisional Heads should make it abundantly clear to the faculty members of their Division that every possible means should be explored to encourage student use of the Library. Frequently, student use of the Library is closely related to the assignments and expectations presented by an instructor to his students. It may also be helpful for each Divisional Director to appoint a "Library Co-ordinator" to assist with the details of books required, ordered, used, etc. If a Divisional library budget becomes exhausted before the end of the fiscal year, a report to the Dean may result in assistance from the Women's Auxilliary or some other source.

It is further recommended that the Library staff at Mount Royal College hire a full - time , fully qualified Librarian (i. e. holding a Bachelor of Library Science degree).

It is recommended that the General Faculty Council of Mount Royal College determine amounts of money required to bring library holdings in the various disciplines up to a more adequate level. (Information in this regard can be found in this report under the section dealing with the Library). Once a clear indication of the sums of money required is obtained, every possible effort should be made to substantially increase the Library holdings at a very earliest opportunity. This should be a matter of top priority in the establishment of Departmental Budgets and could well be co-ordinated by the Dean.

It should be understood that the establishment of high quality Library facilities will involve a major expense for the Board of Governors. In view of the present Library holdings this is an expense which should have top priority when budgets are finalized by the Board of Governors.

14. Students not enrolled in University of Alberta transfer courses should not take their lectures with those students who are so enrolled. Further, students not enrolled in the University of Alberta Transfer program should not be permitted to write University of Alberta examinations. (This does not imply, however, that the same instructor may not instruct students enrolled in a variety of programs in separate sections). The numbering and description of courses on the University of Alberta transfer program should be the same as that listed in the University of Alberta, Calgary, catalogue.

15. It is recommended that all course changes (additions, deletions, or major alterations) as well as changes in programs should be presented by the Division head to the General Faculty Council for approval. If passed by the General Faculty Council such changes should then be presented to the Academic Senate for final decision. This would apply to Extension courses, evening programs, and short term courses and seminars. (It is understood that before any Divisional head presented a proposal to General Faculty Council he would first of all have consulted carefully with the Dean).

16. Re teaching load of faculty: One of the major strengths of the Junior College lies in small classes and individual attention to students. At the present time it would appear that the course load of instructors in Psychology (159), English (131), History (116) and Sociology (110) is unduly heavy. The Dean and Director of the University Transfer Division should give careful study to the possibility of reducing the course load carried by instructors in these and other courses where enrollment may become heavy.

17. Recent government grants to Private Junior Colleges will assist to a degree, with the financing of Mount Royal College. One of the primary calls upon any increased revenue should be faculty salaries. The greatest strength of Mount Royal College is going to be in the retention and recruitment of highly qualified faculty. If the institution is to flourish there is no doubt that the quality of the teaching faculty is the most important single factor . The proposed salary schedule presented earlier in this report will do no more than make Mount Royal College competitive in the increasingly difficult task of hiring well qualified instructors.

In the matter of recruiting staff it is recommended that the Dean should co-ordinate all advertisements and should explore the use of the publications of the "Canadian Association of University Teachers" (CAUT National Office , Room 603, 77 Metcalfe Street, Ottawa, Ontario ,) and "Canadian Universities Foundation" (75 Albert, Ottawa 4, Canada) as means of placing advertisements.

18. In order to insure that all information concerning Mount Royal College which is prepared for public distribution is accurate in content and impression, such material should be approved by the General Faculty Council. Where such material concerns the relationship of Mount Royal College to the University of Alberta, it should be referred by the General Faculty Council to the appropriate Dean at the University of Alberta, Calgary, and the Chairman of the University of Alberta Committee on Junior Colleges. Such recommendation does not refer to the student newspaper or the Royal Reflector except where they specifically attempt to interpret the relationship of Mount Royal College to the University of Alberta.

It is recommended that all aspects of programs transferable to the University of Alberta be offered within a frame of reference approved by the University of Alberta Committee on Junior Colleges. Other programs (not transferable to the University of Alberta) are the responsibility of Mount Royal College, and after approval by the General Faculty Council and Academic Senate come entirely under the jurisdiction of Mount Royal College. Extreme care should be taken in all published information, documents, and student transcripts that no confusion appears concerning the distinction between these two programs.

It is recommended that the statement on "Agreement of Affiliation with the University of Alberta" appearing earlier in this report under the section on "Historical Information" should be carefully studied by General Faculty Council, Academic Senate, and Board of Governors so that no misunderstanding may arise concerning the nature of this affiliation. Where any point of misunderstanding is raised by any of these three bodies it shall be the responsibility of the President to clarify the situation with the Chairman of the University of Alberta Committee on Junior Colleges.

19. Recommendations Concerning Academic Scholarships

Any academic scholarship program should have the following principals in mind:

- (1) To attract to Mount Royal College students of good academic ability.
- (2) To retain students of good ability within the College for as many years as is desirable for the welfare of the student.
- (3) To launch a program of active recruitment of able students, By so doing it would be likely that the students coming under the Academic Scholarship Program would not enrol in the College in the ordinary way.

In order to effect this type of policy it is recommended that the following academic scholarships be authorized:

- (1) Five full tuition scholarships for students obtaining honors standing in Grade IX Departmental Examinations in June of the year they enter

Mount Royal College. This scholarship of free tuition may be renewed each year that the student remains in the College until graduation from Junior College, providing that an honors standing is maintained in each semester.

- (2) Ten full tuition scholarships (maximum of \$300.00 each) for students graduating with a 70% average from Grade XII at Mount Royal College and who enrol in one of our Junior College programs. Should the program chosen be a two-year course, then the scholarship should be renewable for full tuition in the Second Year, providing that at least a B standing is maintained in each semester.
Preference should be given to students attaining Senior matriculation, however, students earning a High School Diploma should be considered if they enrol in a Semi-Professional Program.
- (3) Ten full tuition scholarships (maximum of \$300.00 each) for students who have not previously attended Mount Royal College and who have attained an average of at least 70% in Grade XII examinations and who enrol in a Junior College program. A student who is awarded such a scholarship and is enrolled in a two-year course may have the scholarship renewed providing that he maintains at least a B standing in each semester.
- (4) An amount of \$1800.00 to be used at the discretion of the General Faculty Council to assist: (a) the adult student who has been out of school for some years and returns to continue his education;
(b) the able student who desires to enrol but has not the financial resources to do so and who has not qualified for one of the above scholarships.
- (5) The recent action of the Legislature in providing a grant of \$630.00 for each student registered in courses transferable to the University of Alberta prompts the suggestion that all fully matriculated students registering in University of Alberta courses in the Fall Semester and not qualifying for any of the above awards be granted a bursary of \$100.00. In effect, this would reduce their September fee to \$200.00 which will be \$100.00 below the University of Alberta fees yet considerably higher than the public Junior College fee. For these students Mount Royal College will receive under this proposal:

| |
|------------------------------------|
| \$ 200.00 Tuition fee |
| 630.00 Provincial Government Grant |
| 250.00 Federal Government Grant |
| <u>\$1080.00</u> |

It is not suggested that the students in the Combined University and Matriculation Program nor the Spring-Summer Program be included in this proposal.

20. Inasmuch as Mount Royal College is now under the supervision of the University of Alberta, Calgary, it is recommended that those Junior College faculty members offering University of Alberta courses should maintain close consultation with their respective Departments at U.A.C.

21. All correspondence from administrative officers at Mount Royal College to the University of Alberta Committee on Junior Colleges (Edmonton) should involve copies of such letters being sent to the appropriate Deans at the University of Alberta, Calgary.

22. When such factors as the very low enrolment in Engineering at Mount Royal College, the engineering technology available at the Southern Alberta Institute of Technology, the generally low enrolment in Engineering at the University of Alberta, Calgary, the apparent decreased demand for Professional engineers as opposed to technicians and the economic loss to the College are considered, it is recommended that Mount Royal College withdraw its program in Engineering.

It is suggested that an area of more fruitful exploration would be the possibility of Mount Royal College staffing in order to offer the two first year Education half-courses (Education Foundations 201 and Educational Administration 261) which would enable students to take first year Education at Mount Royal College and thus increase the direct input of students into the teaching profession. Mount Royal College already has some 25 students taking courses for first year education (arts and science courses) and then subsequently having to enrol in special programs at the University of Alberta in second year education.

23. It is recommended that Mount Royal College pursue arrangements for co-operating with the hospitals in Calgary for offering the academic subjects required for the Diploma program in Nursing education.

24. It is recommended that all students taking University of Alberta transfer courses be provided (through arrangement with U.A.C.) with cards permitting them library borrowing privileges at the U.A.C. library.

25. On the evidence presented in this study supporting the useful purpose served the the C.M.U.P. program, it is recommended that the program be extended into the Spring-Summer University Program (formerly referred to as "Program D".) This matter should be pursued by the Dean of M.R.C. with the Chairman of the University of Alberta Committee on Junior Colleges.

26. Inasmuch as the matter of relationships with local churches will come under the aegis of the Director of Religious Education , it would appear to be desirable to reduce the staff of the Public Relations Department to one person. There are intervals during the academic year when assistance from members of the Junior College Faculty could be secured for purposes of promotion and publicity. With many Junior College faculty on a seven month teaching term and in most instances not engaged in major research and publication, such an arrangement might produce a more economic utilization of staff. This is a practice employed in many Colleges and Universities. In short, it seems unwise to continue with three members of staff engaged full time in publicity and promotion. It is a truism that the best publicity an educational institution can have is to be found in the reputation gained from a varied program of high quality.

It is recommended that the Public Relations Department (and all others in contact with students and the general public) actively publicize and promote all existing scholarships, bursaries and loans available to Mount Royal College students. It is further recommended that the Academic Senate annually review the awarding of all scholarships, bursaries and loans with a view to recommending necessary changes.

With regard to public relations in general, any publicity bearing on Mount Royal College's affiliation with the University of Alberta should be approved by the President of Mount Royal College.

27. One area of future development in the School of Business Administration and Career Development that should receive immediate and careful study by the Division and Dean is Computing Science. There is now a very rapidly expanding demand for persons trained in the operational aspects of Computing Science. These persons do not need to be University graduates, but might better be prepared in a carefully planned two year terminal program in Computing Science. They would undoubtedly require some courses in Mathematics and the liberal arts in addition to intensive courses in Computing Science. Obviously the Division offering this program would have to provide for adequate faculty and equipment. The initial investment might be substantial (unless equipment was obtained on a rental basis) but the future of such a program at Mount Royal College would appear to be extremely promising.

28. The whole question of Mount Royal College moving into the second year of the University transfer program should, in the future, receive study by the General Faculty Council and the Academic Senate. The stipulations laid down by the University of Alberta Committee on Junior Colleges would have to be carefully considered. It does not appear to be

realistic or desirable for Mount Royal College to move into second year University transfer courses at the present time. Perhaps the expansion of an academically sound first year program is the matter of primary importance at the present time and in the next few years.

However, in the School of Business Administration and Career Development the two year terminal program appears to be both necessary and desirable in most fields.

29. It is recommended that, when the Director of the Religious Education Division has developed his total program in that area and has details of courses offered, students enrolled etc., he provide the President of Mount Royal College with a detailed paper covering the work of his Division. This paper should then be used by the President as the basis of a brief to be submitted to the Board of Colleges and Secondary Schools of the United Church of Canada.

30. The basis of many useful recommendations concerning the Physical Education facilities at Mount Royal College can be found in the section of this report entitled "Obvious Lack of Facilities in the Department" following Data Sheet XVI on Physical Education.

31. It is recommended that in addition to distribution of this study to the President, Board of Governors, Academic Senate and General Faculty Council of Mount Royal College, copies should also be sent to the Minister of Education, Province of Alberta; the President of the University of Alberta, Edmonton; the President of the University of Alberta, Calgary; the Chairman of the University of Alberta Committee on Junior Colleges; the Deans of the University of Alberta, Calgary; the Registrar of the University of Alberta, Calgary; the Executive Secretary of the Board of Colleges and Secondary Schools of the United Church of Canada; the Executive of the Mount Royal College Women's Auxiliary; and any other such bodies or persons as the Executive of the Board of Governors considers advisable.

32. It is recommended that faculty members periodically employ "student course evaluations" in order to obtain information concerning student reactions to their courses and methods of instruction. A sample of such a survey form follows:

**SURVEY OF STUDENT REACTIONS
TO
COURSES AND INSTRUCTION**

Part I

Your instructor would like to make this course as worthwhile and interesting as possible. He would, therefore, find it helpful if you would comment thoughtfully and constructively about it.

Your reactions will be entirely anonymous. Their only purpose is to help him determine student reactions to his course. He would, naturally encourage frankness in your comments and would appreciate any constructive suggestions for making the instruction more effective in future terms.

For the convenience of both you and your instructor, the survey has been divided into two parts. The first part will consist of several questions which can be answered by marking the response which best describes your reaction. The second part of the survey will allow you to express in your own words, your reactions to the course and its instruction.

Directions:

Following each question, there are several typical responses. Select the statement which best described your reaction to this course or its instruction.

1. How well do you understand the purposes of this course?
 - a. The purposes of this course were never made clear.
 - b. There has been only indirect reference to the purposes of this course.
 - c. The purposes of this course are somewhat clear.
 - d. The purposes of this course became reasonably clear as the term progressed.
 - e. The purposes of this course were very clearly outlined from the beginning.
2. How well does this course fit into your over-all college objective?
 - a. This course did not make any significant contribution.
 - b. This course made only a minor contribution.
 - c. This course has been moderately helpful in meeting my over-all college objectives.
 - d. This course has been valuable although not essential.
 - e. This course has made a very important contribution.
3. What interest would you have in taking other courses in this general area of study?

- a. I have absolutely no interest in taking additional courses in this area.
 - b. I have a minimal interest in taking additional courses in this area.
 - c. I am moderately interested in going further in this area.
 - d. I am very interested in taking additional courses in this area.
 - e. I am extremely interested in taking further courses in this area.
4. Has the instructor stimulated your curiosity about the subject matter of the courses and made you want to learn more about the subject?
- a. Not at all.
 - b. A little.
 - c. Moderately.
 - d. Very much.
 - e. To a most unusual degree.
5. Has the instructor, when it was appropriate, related the material of this course with other areas of knowledge?
- a. Never
 - b. Only rarely.
 - c. Sometimes.
 - d. Usually.
 - e. Always.
6. Did the instructor present or allow more than one view in controversial matters?
- a. Obviously preferred to limit views sharply.
 - b. Rarely presented more than one view.
 - c. About average in this regard.
 - d. Considerable attention was paid to differing views.
 - e. Seemed eager that all views be heard.
7. Was the instructor receptive to the expression of student views?
- a. Did not allow expression of views.
 - b. Seldom allowed student expression.
 - c. Average.
 - d. Above average.
 - e. Very receptive.
8. How valuable were the readings in the text? (Answer only if a text was used.)
- a. Practically of no value.
 - b. Some parts were worth reading.
 - c. Generally valuable.
 - d. Almost all parts were valuable.
 - e. Outstanding in value.

9. How valuable were the assigned readings outside of the text?
(answer only if there were outside readings).
- Practically of no value.
 - Some parts were worth reading.
 - Generally valuable.
 - Almost all parts were valuable.
 - Outstanding in value.
10. How valuable were the class room sessions?
- Practically of no value.
 - Occasionally valuable.
 - Generally valuable.
 - Almost always valuable.
 - Outstanding in value.
11. How well was the material of the course organized?
- There was no apparent organization of the course materials.
 - The course materials seemed to have less organization than would be desirable.
 - The materials represented were fairly well organized.
 - The course materials were well organized.
 - The course materials were extremely well organized and integrated.
12. How clearly were your responsibilities in the course defined?
- I often was in doubt what was expected of me.
 - I was occasionally in doubt about what was expected of me.
 - I usually had a general idea what was expected of me.
 - I usually knew exactly what was expected of me.
 - I always knew exactly what was expected of me.
13. Were you able to get personal help in this course if you needed it?
- I could get no personal help from the instructor or assistants.
 - I could get a small amount of help.
 - I could get a moderate amount of help.
 - I could usually get the personal help I needed.
 - I could get all that was necessary from the instructor or assistants.
14. Were you satisfied with the procedures for determining grades in this course?
- Not at all.
 - Moderately.
 - As satisfied as with the average instructor's procedures.
 - More satisfied than in most courses.
 - Completely.

15. How much work outside of class did you do for this course?
- None or very little.
 - Less than average for the number of credits received.
 - About average for the number of credits received.
 - More than average for the number of credits received.
 - An excessive amount for the number of credits received.
16. How well have you been able to understand this course?
- It has been too elementary.
 - It has occasionally been over-simplified.
 - It has been about at my level of comprehension.
 - I have been able to grasp it with some difficulty.
 - It has generally been beyond my level of comprehension.
17. Would you recommend this course to a good friend whose interest and background are like yours?
- Definitely not.
 - Undecided.
 - Recommend with reservations.
 - Generally recommend.
 - Recommend highly.

Suggestions:

In items 18 - 21 , a number of suggestions are listed. You may mark as many suggestions per item as you feel are relevant.

18. Physical Facilities.
- There should be better lighting in the classroom.
 - There should be better ventilation in the classroom.
 - The classroom needs more blackboard space.
 - Visual aids (charts, movies, models, etc.) would be helpful.
 - Work on the blackboard cannot be seen.
 - Seating space is too cramped.
 - There were too many distracting outside noises (traffic, sound from corridors, etc.)
19. Examinations
- There should be more examinations.
 - There should be fewer examinations.
 - There should be less emphasis on memorizing in the examinations.
 - The course should be covered more adequately in the examinations.
 - The examinations are too long.
 - The examinations are too short.
 - Examination questions are unclear.

20. Class Procedures

- a. More time should be spent in class discussion
- b. Less time should be spent in class discussion
- c. There should be more opportunity for questions in class
- d. The talkative students should be prevented from talking too much.
- e. Students should be encouraged to participate in discussion
- f. Material should be presented more slowly
- g. The instructor should define the technical words he uses

21. Information concerning the course

- a. The catalogue description does not adequately describe the course.
- b. The prerequisites for this course are not really necessary.
- c. The listed prerequisites for this course do not provide sufficient background.
- d. There is need for a syllabus or study sheets.

PART II

The following four items will allow you an opportunity to make any additional comments you think your instructor would find helpful. Please be as frank and constructive in your comments as possible. Your reactions will be made available to your instructor early next term.

1. Does the instructor have personal mannerisms or speech habits that lower the quality of instruction and that he might correct?
2. How valuable has this course been to you? What might have been done to increase the worth of this course to you?
3. Do you have any suggestions for improving the way grades are determined in this course?
4. Do you have any additional suggestions for improving the instruction in this course?

ADDENDUM

1964 - 65 Enrollment Figures
as of November 15, 1964

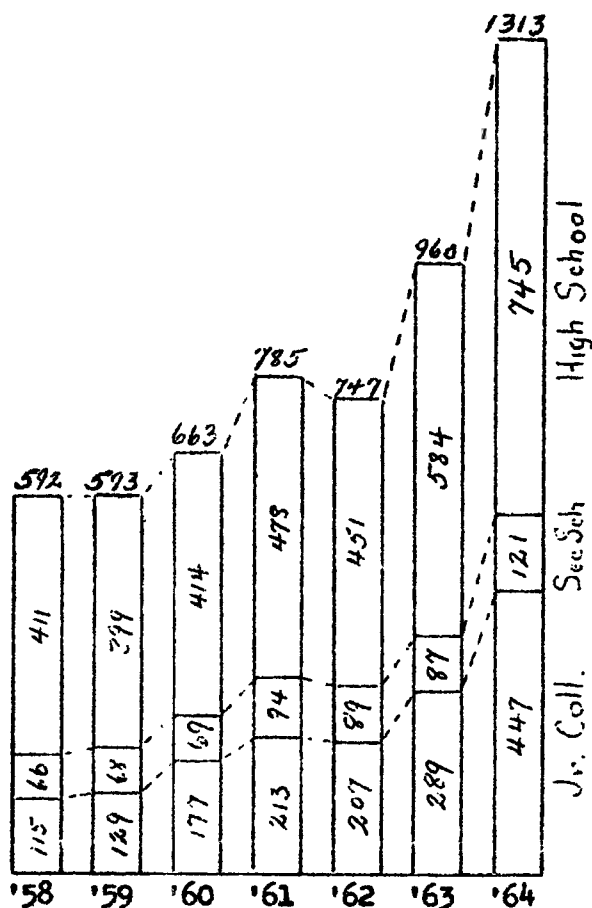


Fig.1 - Enrolment by Divisions

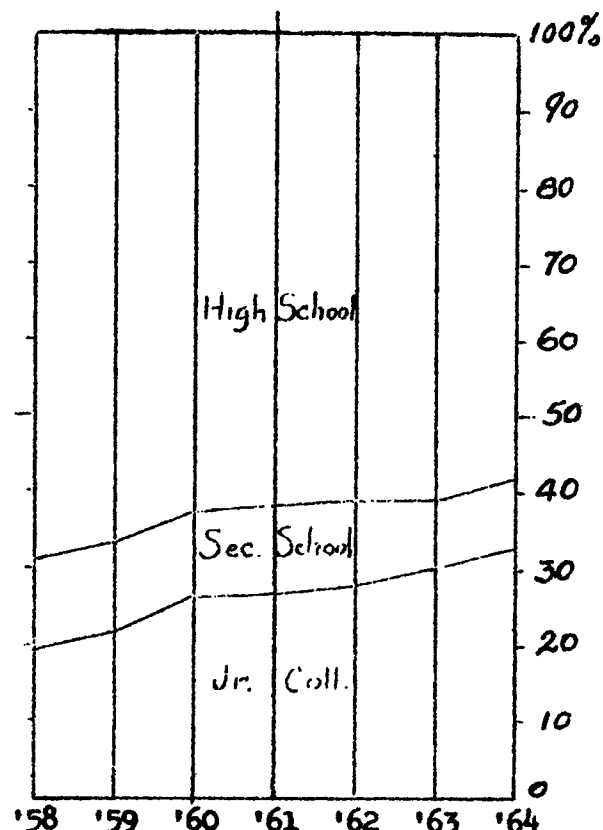


Fig.2 - Proportion of Students in each Division

Notes:

Fig.1 - Enrolment in each division of the College shows a steady rise from '59 to '61, then a slight decrease '61 to '62. The slight decrease continues in Secretarial School, but substantial increases occur in High School and Junior College '62 to '63, and in all divisions '63 to '64.

Fig.2 - The percentage of the total student body which is in Junior College has been slowly rising from 19% in '58 to the present 33%. The percentage in Secretarial School has dropped slightly (from 11% to 9%). The percentage in High School has dropped from 69% in '58 to 57% this year.

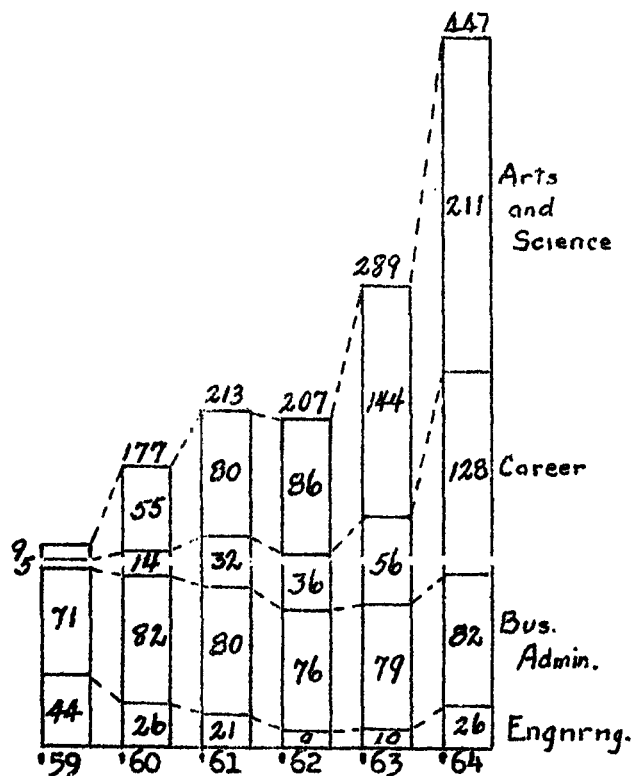


Fig. 3 - Enrolment by Departments - all students

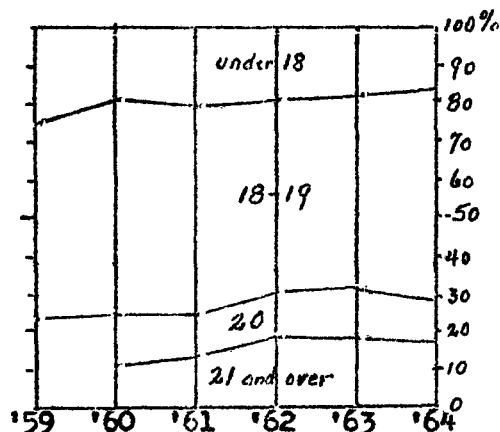


Fig. 4 - Proportion of Students in Each Age Group

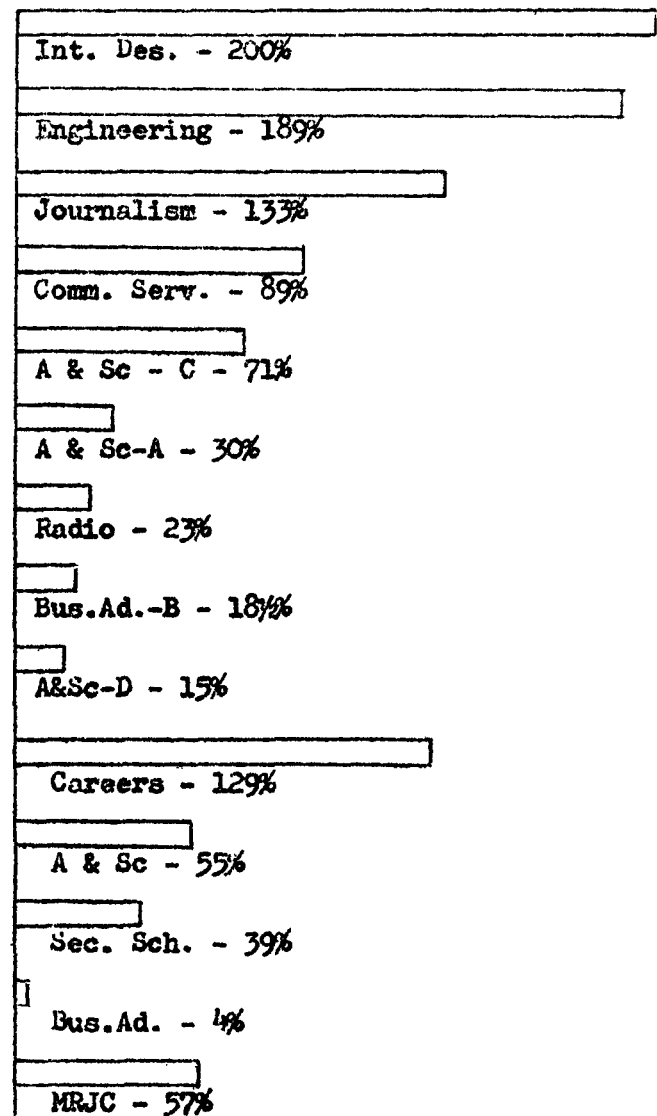


Fig. 5 - Percentage Increases by Programs and Departments 1963 to '64

Notes:

Fig. 3 - Enrolment in Arts & Science and in Career Programs has increased year by year; enrolment in Business Administration has remained fairly constant; enrolment in Engineering decreased steadily '59 to '62, and now has increased to that of '60.

Fig. 4 - The proportion of students under 18 is slowly decreasing, the proportion 20 and over has fallen from '63, though it is greater than '59 to '61.

Fig. 5 - The length of the bar in each case represents the percentage increase in enrolment in that program or department in '64 over '63.

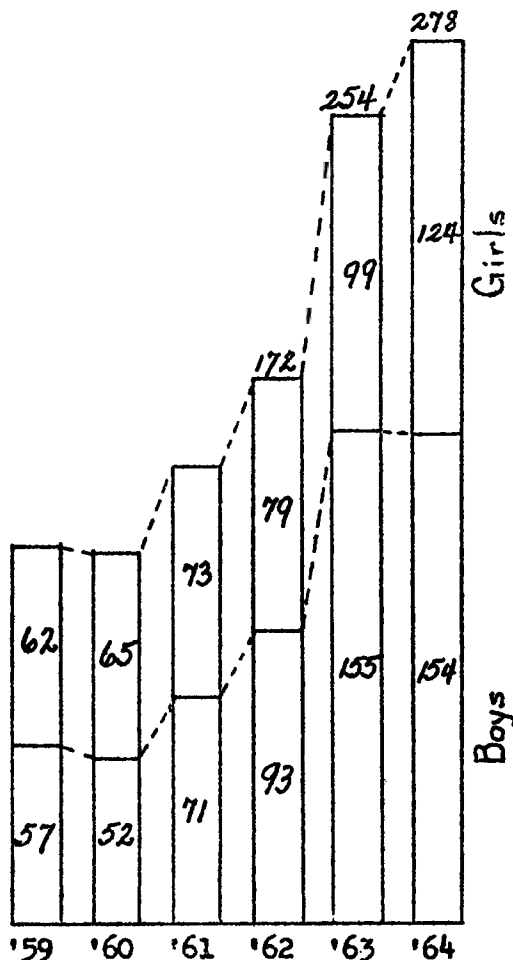


Fig.6 - Numbers of Resident Students

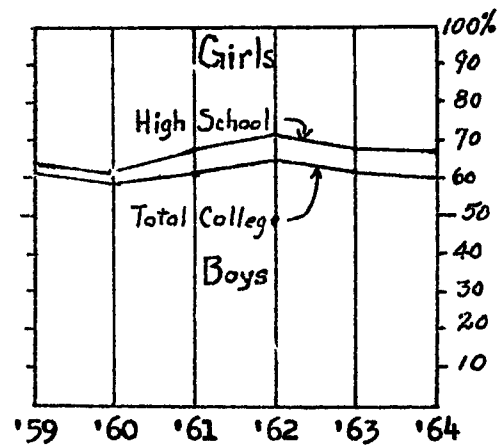


Fig.7 - Proportion of Boys and Girls

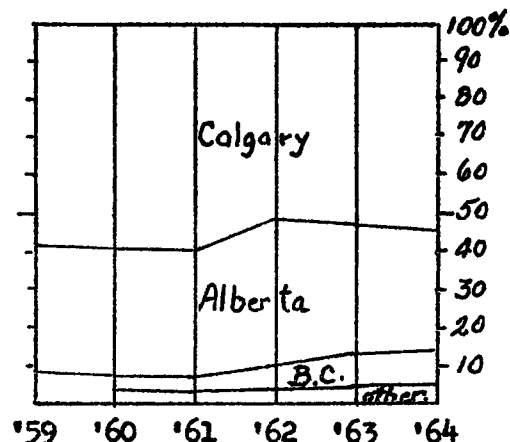


Fig.8 - Proportion of Students from Different Areas

Notes:

Fig.6 - The increase in the number of resident students, both boys and girls, has been considerable over the last five years.

Fig.7 - The proportion of girls to boys varies slightly year to year; In High School the proportion is one girl to two boys, in the whole College two girls to three boys approximately.

Fig.8 - Over half our students are from the city of Calgary; an increasing proportion come from B.C. - 8 1/2% it is year.

N.B. - All the above statistics are as of November 1st in each year.

November 18, 1964

L. E. Willmott
Registrar

MOUNT ROYAL COLLEGE - ENROLMENT - FALL SEMESTER 1964 (as of Nov. 1st)

Location of Student's homes - % of total in each area (full-time students)

| | <u>Calgary</u> | <u>Alberta</u> | <u>B.C.</u> | <u>Sask.</u> | <u>Other Prov.</u> | <u>Other Country</u> |
|---------------------|----------------|----------------|-------------|--------------|--------------------|----------------------|
| High School | 61 | 26½ | 9 | 1½ | ¾ | 1¼ |
| Secretarial School | 46 | 27 | 19 | 6 | 2 | - |
| Junior College | 48 | 40 | 4 | 3½ | 2 | 2½ |
| Mount Royal College | 55 | 31½ | 8½ | 2½ | 1 | 1½ |
| Boys | 56½ | 30 | 7½ | 2½ | 1 | 2½ |
| Girls | 52 | 34 | 10½ | 2½ | 1 | - |

Students' Religious Affiliations

| | <u>UCC</u> | <u>Angl</u> | <u>Presb</u> | <u>Luth</u> | <u>LDS</u> | <u>Othr Chs</u> | <u>"Prot"</u> | <u>R.C.</u> | <u>Jew</u> | <u>Othr Rel</u> | <u>None</u> |
|------------|------------|-------------|--------------|-------------|------------|-----------------|---------------|-------------|------------|-----------------|-------------|
| High Schl | 265 | 138 | 25 | 25 | 17 | 41 | 95 | 111 | 11 | 2 | 15 |
| % of Total | 35½ | 18½ | 3½ | 3½ | 2¼ | 5½ | 12½ | 15 | 1½ | ¼ | 2 |
| Sec Schl | 60 | 25 | 2 | 4 | 3 | 6 | 3 | 18 | | | |
| % of Total | 49½ | 20½ | 1½ | 3½ | 2½ | 5 | 2½ | 15 | | | |
| Jnr Coll | 158 | 74 | 24 | 12 | 14 | 26 | 55 | 64 | 5 | 1 | 14 |
| % of Total | 35½ | 15½ | 5¼ | 2½ | 3 | 6 | 12½ | 14½ | 1 | ¼ | 3 |
| Totals-MRC | 483 | 237 | 51 | 41 | 34 | 73 | 153 | 193 | 16 | 3 | 29 |
| % of Total | 37½ | 18 | 4 | 3 | 2½ | 5½ | 11½ | 14½ | 1 | ¼ | 2 |
| Boys - % | 34½ | 17 | 4 | 2½ | 3 | 5¼ | 14½ | 15 | 1 | ¼ | 3 |
| Girls - % | 40 | 20 | 3 | 4 | 2 | 5¼ | 7½ | 14½ | 2 | ¼ | 1 |

Age-Grade Distribution (age as of Nov. 1, 1964) (all students)

| | <u>14</u> | <u>15</u> | <u>16</u> | <u>17</u> | <u>18</u> | <u>19</u> | <u>20</u> | <u>21 & Over</u> |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
| <u>High School</u> | | | | | | | | |
| Grade X - Boys | 1 | 4 | 5 | - | 1 | | | |
| Girls | 1 | 5 | 2 | 1 | | | | |
| Grade XI- Boys | | 3 | 9 | 5 | 1 | | | |
| Girls | | 5 | 3 | 1 | | | | |
| Grade XII-Boys | | | 5 | 59 | 165 | 99 | 50 | 93 |
| Girls | | | 9 | 59 | 116 | 25 | 7 | 11 |
| | 2 | 17 | 33 | 125 | 283 | 124 | 57 | 104 |
| <u>Sec. School</u> | | | | 15 | 63 | 30 | 10 | 3 |
| <u>Jr. Coll.</u> | | | | | | | | |
| Boys | | 1 | | 8 | 58 | 73 | 55 | 98 |
| Girls | | | | 17 | 57 | 38 | 20 | 22 |
| | | 1 | | 25 | 115 | 111 | 75 | 120 |
| Totals - MRC | 2 | 18 | 33 | 165 | 461 | 265 | 142 | 227 |

Resident Students:

| | <u>Boys</u> | | | | <u>Girls</u> | | | <u>Total</u> |
|-----------------------|-------------------|-------------|---------------|------------|---------------|----------------|-------------|--------------|
| | <u>Res. Bldg.</u> | <u>YMCA</u> | <u>6th Av</u> | <u>Ttl</u> | <u>Uptown</u> | <u>Annexes</u> | <u>Ttl.</u> | |
| <u>High School:</u> X | 2 | 1 | - | 3 | 4 | - | 4 | 7 |
| XI | 7 | - | - | 7 | 5 | - | 5 | 12 |
| XII | 80 | 2 | 5 | 87 | 39 | 4 | 43 | 130 |
| Total -H.S. | 89 | 3 | 5 | 97 | 48 | 4 | 52 | 149 |
| <u>Secrtrl Schl</u> | | | | | 43 | - | 43 | 43 |
| <u>Junior Coll</u> | 18 | 38 | 1 | 57 | 2 | 27 | 29 | 86 |
| Total - MRC | 107 | 41 | 6 | 154 | 93 | 31 | 124 | 278 |

Mount Royal College - Enrolment -- Fall Semester 1964 (as of Nov. 1)

| <u>Enrolment</u> | | 1964 | | '63 | '62 | '61 | '60 | '59 | '58 |
|--------------------|------|-------|-------|-----|-----|-----|-----|-----|-----|
| <u>High School</u> | Boys | Girls | Total | | | | | | |
| Grade X | 11 | 9 | 20 | 27 | 11 | 20 | 26 | 22 | 31 |
| Grade XI | 18 | 9 | 27 | 38 | 30 | 44 | 40 | 53 | 56 |
| Grade XII | 471 | 227 | 698 | 519 | 410 | 414 | 348 | 324 | 324 |
| Totals | 500 | 245 | 745 | 584 | 451 | 478 | 414 | 399 | 411 |
| <u>Sec. School</u> | | 121 | 121 | 87 | 89 | 94 | 69 | 68 | 66 |
| <u>Jr. College</u> | | | | | | | | | |
| A & Sc. - A | 24 | 6 | 30 | 23 | 16 | 11 | - | - | - |
| C | 88 | 47 | 135 | 79 | 52 | 58 | 47 | - | - |
| D-1 | 19 | 5 | 24 | 24 | 11 | 7 | 8 | 9 | 7 |
| D-11 | 5 | 2 | 7 | 3 | 3 | - | - | - | - |
| | 136 | 60 | 196 | 129 | 82 | 76 | 55 | 9 | 7 |
| <u>Bus. Admin.</u> | | | | | | | | | |
| A - I | 2 | - | 2 | 7 | 3 | 5 | 4 | - | - |
| A - II | 5 | - | 6 | 1 | 2 | - | 2 | - | - |
| B - I | 38 | - | 38 | 31 | 24 | 37 | 28 | 51 | 26 |
| B - II | 27 | - | 26 | 23 | 20 | 20 | 28 | 20 | 11 |
| D&c-I | 5 | - | 5 | 13 | 21 | 9 | 13 | - | - |
| D&c-II | 5 | - | 5 | 4 | 6 | 9 | 7 | - | - |
| | 82 | - | 82 | 79 | 76 | 80 | 82 | 71 | 37 |
| <u>Career</u> | | | | | | | | | |
| Comm. Ser. I | 12 | 19 | 31 | 24 | 18 | 16 | 9 | 2 | - |
| " II | 3 | 17 | 20 | 3 | 5 | 4 | 3 | - | - |
| Radio I | 13 | 2 | 15 | 8 | 9 | 7 | 5 | - | - |
| " II | 1 | - | 1 | 5 | - | - | - | - | - |
| Jrnlsn. I | 3 | 8 | 11 | 6 | - | - | - | - | - |
| " II | 3 | - | 3 | - | - | - | - | - | - |
| Int. D. I | 5 | 17 | 22 | 10 | - | - | - | - | - |
| " II | - | 8 | 8 | - | - | - | - | - | - |
| Lib. Cl. I | - | 6 | 6 | 0 | 4 | 5 | - | - | - |
| Rectn. | 3 | 8 | 11 | - | - | - | - | - | - |
| | 43 | 85 | 128 | 56 | 36 | 32 | 17 | 2 | - |
| Engrng. - I | 20 | - | 20 | 7 | 4 | 13 | 13 | 21 | 41 |
| " II | 6 | - | 6 | 2 | 5 | 8 | 13 | 23 | 30 |
| | 26 | - | 26 | 9 | 9 | 21 | 26 | 44 | 71 |
| Part-time | 6 | 9 | 15 | 16 | 4 | 4 | - | - | - |
| Total J. C. | 293 | 154 | 447 | 289 | 207 | 213 | 180 | 126 | 115 |
| Total MRC | 793 | 520 | 1313 | 960 | 747 | 785 | 663 | 593 | 592 |

| High School Programs - | Number of: | | |
|------------------------|-----------------|-----------------|-------------------------|
| | <u>subjects</u> | <u>students</u> | <u>student-subjects</u> |
| Grade XII | 1 | 38 | 38 |
| | 2 | 232 | 464 |
| | 3 | 319 | 957 |
| | 4 | 109 | 436 |
| Grade XII Totals | | 698 | 1895 |
| Grade XI | 4 | 27 | 108 |
| Grade X | 4 | 20 | 80 |
| High School Totals | | 745 | 2083 |

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